

Exploring Teachers' Use of L1 in Indonesian EFL Classroom: Pattern, Purpose, and Implication

*¹Endang Fauziati, ²Muhamad Taufik Hidayat, ³Susiati

¹²³Faculty of Teacher Training and Education Science, Universitas Muhammadiyah Surakarta, Indonesia

*Correspondence to: Endang Fauziati, Faculty of Teacher Training and Education Science, Universitas Muhammadiyah Surakarta, Indonesia, E-mail: endang.fauziati@ums.ac.id

Abstract

Purpose of the study: In Indonesian context, the majority of EFL teaching takes place in classrooms where the teachers and students speak the same L1. Teachers make use of the L1 for a variety of purposes. This study explored the patterns and purposes of L1 used by the teachers in their English classes.

Methodology: This study was a naturalistic observation which took place in the natural, every day setting of the participants. The subjects were four local English teachers and two classes of junior high school students learning English as a foreign language. The data were collected through classroom observation and the classroom discourse was audio recorded. The collected data were analyzed using content analysis technique which was organized into four stages: transcription, coding, establishing categories, writing up the results, and interpreting the results.

Main Findings: The results revealed that L1 use was materialized in three patterns of code switching: tag, inter-sentential, and intra-sentential switching. L1 was used for multiple purposes, including translating the unknown word or phrase, explaining grammar, giving instruction, encouragement, and classroom management.

Applications of this study: Basically, the use of L1 is materialized in code-switching. The implication is that code-switching is still a strategy that EFL teachers can use to help learners in their teaching learning process.

Novelty/Originality of this study: It can be concluded that L1 use is likely for pedagogical as well managerial purposes since the students' English competence is low, hence, L1 functions as a scaffolding tool for them.

Keywords: EFL, Pattern, Purpose, L1.

Introduction

The use of students' L1 in EFL classrooms remain a topic of heated debate. Historically, it dated back to the Grammar-Translation Method in which the recourse to L1 was one of the major tools for language teaching. In this method, much of the lesson was the translation of sentences into and out of the target language (Richards and Rodgers in Fauziati, 2014). By late nineteenth century, Reform Movement began with the publication of Victor's pamphlet *Der Sprachunterricht muss umkehren* in 1882. L1 should be removed from the classrooms as the reformers believed that translation should be avoided and teachers were supposed to speak the foreign language as a means of classroom communication, retaining L1 merely for explaining new words and grammar points. The teaching method was known as Natural Method which later led to the development of the Direct Method (Richards and Rodgers in Fauziati, 2014). Later on, other pedagogic approaches to EFL emerged, such as the Natural Approach by Krashen & Terrell and the Total Physical Response by Asher, which gave an emphasis on exposure or input. These approaches discouraged the use of L1 in the classrooms, using the target language (TL) in communicative situations. This trend was followed by the Army's Method which was then widely known as the Audiolingual Method (Fauziati, 2014).

Yet, back in the 1960's, cognitivists, Ausubel and Chomsky made some sound criticism about the Audiolingual Method and gave rise to new method called Cognitive Approach. They believed that L2 learners could take advantage from learning grammar deductively and L1 could function as a facilitator. Other cognitivists, such as Rivers, Carroll, Chastain also mentioned some evidence which supports the theory that the use of L1 may help accelerate L2 learning process. The Cognitive Approach emphasized that learning a foreign language as a system of grammatical rules and knowledge, rather than as a set of language skills. Thus, it was often regarded as the modern version of the Grammar Translation Method (Fauziati, 2014).

There have been a number of scholars who clearly advocated the use of L1 in EFL classroom since the nineteenth century. Krashen & Terrell (1983) suggest that learners should recourse to their L1 to bridge the communication gaps due to their TL insufficiency. Ellis (1985) *www.psychologyandeducation*.

believes that L1 is one of vital determinants in L2 learning process, its contribution lessens gradually as the learners are close towards native-like proficiency. Rutherford (1987) argues that no human beings start L2 learning as a tabula rasa. They are already endowed with two kinds of prior knowledge, knowledge that which refers to an unconscious "foreknowledge" that shapes the organization of the TL which is activated whenever they need to infer the TL knowledge on the basis of their rudimentary interlanguage and knowledge how that represents the learners' L1 learning experience, the ability make use of the limited knowledge of the new language to serve for rudimentary communication. Buckmaster (2000) argues that L1 use empowers L2 learners as it allows them to compare and contrast the TL with their L1. Moreover, translation to L1 can be used as a means to study the TL form and meaning, to understand jokes, to check comprehension, to understand complicated instructions, to check exercises with their partners, and to learn vocabulary with direct equivalents. Harmer (2007) convinces that L1 use encourages interaction between teacher and students at a basic level; it allows learners to talk about learning and enhances the social atmosphere in the classroom.

Several relevant studies have demonstrated the benefits of using L1 in EFL classroom with Japanese, Chinese, and Arabic language background. Ochi's (2009) study revealed that the use of L1 task comprehension could facilitate learners' L2 output in the classroom as this led the students' attention to what they needed to do to succeed in L2 output and lowered their learning anxiety. Pan & Pan's (2010) study revealed the common occurrence of L1 in EFL teaching despite the criticism for its interference with TL acquisition. They argued that while foreign language teachers should maximize the use of the TL, there was indeed a place for the teacher to use the students' L1 in their pedagogy. Their argument were derived from theoretical perspectives and empirical research. Littlewood & Yu (2011) found that even though EFL teaching has been dominated by the principle that TL should be used and L1 avoided, the report showed that teachers made extensive use of L1 due to several reasons and suggested the principles for balancing L1 and TL use. Yavus' (2012) study showed that teachers commonly emphasized the necessary use of L1 in grammar teaching and preferred the L2 in communicative teaching. Furthermore, the teachers preferred using L1 as it could

break the psychological barriers and create a low anxiety atmosphere for both the learners and the teachers. Bozorgian & Fallahpour's (2015) study revealed that the EFL teachers used L1 in their EFL classrooms for a variety of purposes in order to improve their teaching and learning process, such as encouraging, giving references, translation, comprehension check, humor, etc. The findings also indicated that L1 use could facilitate learning, thus it should not be excluded from the classroom syllabus or considered an evil in EFL classrooms. Timucin & Baytar (2015) concluded that the teachers used L1 for various functions that could be classified into translation, to check understanding, for procedures and directions, for explaining grammar, and managing class. Paker & Tuna (2015) found that L1 was an inseparable part of EFL teaching, and it actually had different functions like rapport building, making the topic/meaning clear, explaining difficult concepts or ideas, etc.

As for Indonesian context, the classroom is the main and the only source of students' exposure to the English as the TL. The majority of EFL teaching takes place in classrooms where both the teachers and the students share the same L1. In this context, L1 use in the classroom has become a very practical issue though it is often discouraged from the classroom since an English speaking environment is needed for the students' exposure to a significant amount of TL input. And it is a fact that Indonesian EFL school teachers make use of the L1 for a variety of purposes. While there are some reasons for discouraging the L1 from the classroom, there are also reasons for encouraging it.

Although many studies have been carried out concerning the use of L1 in EFL classrooms all over the world, very few studies have been conducted in Indonesian context. In addition, most studies reviewed were empirical and not observational. Therefore, the need for comprehensive observational research toward this issue in Indonesian context was crucially felt. Likewise, little attention has been paid to the patterns and purposes of L1 use in the Indonesian EFL classrooms and the pedagogical implication. So, the need for further investigation with this regard has been felt as to fill the existing gap. The primary objective of this study was to shed light on the patterns of L1 used by the teachers in their English classes, the purposes of the use of L1, and the pedagogical implications.

METHODOLOGY

The present study was a naturalistic observation, taking place in the natural, every day setting of the participants. It was conducted at two participating secondary schools in Surakarta, Indonesia. The subjects were the four local English teachers who had a diploma degree on English education from Faculty of Teacher Training and Education. The students taught were at grade three of junior high school. They were at the even semester of 2016/2017 academic year. Their average English proficiency level was lower intermediate.

The data collection technique used was observation and recording. To capture the verbal behaviour of the teachers in the classroom, observations were carried out with the informed consent of the participants, observing the spontaneous, natural behavior of the participants in their natural surroundings. The adequate information of this process was provided in order to help the teachers and the students feel comfortable to participate in their classroom routines. The classroom discourse was audio recorded in the course of one month. Field notes were also taken to provide additional information.

Data were analyzed through the use of content analysis that was organized in four stages: transcription, coding, establishing categories, writing up the results, and interpreting the results. Firstly the collected data were transcribed and the utterances containing L1 taken from the transcripts were selected as primary data. The selected transcripts were checked independently by different researchers in order to examine the consistency of the data and to find inter-rater

reliability. Next, all the selected transcripts were classified based on the patterns and the purposes of L1 use in the EFL classroom. To describe the patterns of L1 use, this study adopted Poplock's (2013) classification of tag, inter-sentential and intra-sentential switching; and frameworks used by Bozorgian & Fallahpour (2015) and Timucin & Baytar (2015) were adopted for describing the purpose of L1 use. In this model L1 use serves as a pedagogic tool used by the teachers to facilitate teaching and learning process. Eventually, the interpretations and implications were drawn based on the relevant perspectives.

RESEARCH FINDING

3.1 The Patterns of L1 Use in the Classroom

The data analysis revealed that when interacting with their students, the teachers used L1 in the form of code switching from English as the TL to Indonesian as the L1 and the vice versa. The patterns of L1 use by the teachers were quite similar, involving tag, inter-sentential and intra-sentential switching.

3.1.1 Tag-switching

The first pattern of L1 use was in the form of tag-switching. In this study, it refers to the insertion of a tag or a short fixed phrase in L1 into the utterance which was entirely in the TL. It appeared that the fixed phrases of L1 such as *ayo*, *ya*, and *iya* were quite often involved in the switches. For example, the teachers used a tag "*ayo*" (meaning *oh come on*) as a discourse marker which is commonly inserted at the beginning of an utterance to encourage the students to do their tasks. For examples, the teachers said, "*Ayo*, open your book please; *Ayo* come on, be quite please; *Ayo* Adi sit down please, sit down; *Ayo*, let's fill in the blank". The teachers also inserted an L1 tag "*iya*" (meaning *alright* or *OK*) at the beginning of an utterance to show their agreement to things that the students questioned, as shown the following utterances, "*Iya* good, try to use English, make English as a habit; *Iya*, do it yourself; *Iya* three question five minutes, do it in five minutes". The last type of L1 tag was the word "*ya*" which literally means "*yes*" inserted at the end of an utterance to serve as hedging device used to soften the force of their utterances. As examples, the teachers said, "*Arrange the word into the sentence ya*"; "*Then...add a small circle for the eyes ya*"; "*OK, answer my questions orally ya*"; "*Andini, you try to answer the question ya*".

3.1.2 Inter-sentential Switching

The second pattern was the inter-sentential switching. In this study it involved switching at sentential boundaries where one clause or sentence was in English as the TL and the next clause or sentence was in Indonesian, the L1. The analysis indicated that the teachers often adopted an inter-sentential switching from the TL to L1 in order to make their students' comprehension easier as the L1 utterances represented the message conveyed in the TL. As an example, one teacher said in TL "*Don't be shy*" then followed by an utterance in L1 "*jangan malu*", meaning *don't be ashamed*. Other examples taken from the data were "*Ayo Andika, come on Andika; do you agree with Novita's answer? Apakah kamu setuju dengan jawaban Novita?; Whose baby is it, in this text? Siapa yang punya baby di teks itu? Baby nya Siapa?; Just read, Ok. Tolong dibaca saja jawabanya*". In addition, the teachers also often inter-sententially switched utterances from the TL to L1 when they questioned about the grammatical aspects or the message conveyed in the sentence. For examples, the teachers said "*I left to school at six fifty this morning. Kalimat tanyanya apa coba* (English: what is the question form to this sentence); *Exercisepartthree, the sentence I left, I left pake polabentuk keberapaini* (English: what tense does this verb belong to); *Part five, write the sentence to response to your friends, Ini maksudnya apa to* (English: what does the instruction actually say)?".

3.1.3 Intra-sentential Switching

The third pattern was the intra-sentential switching which was possibly the most complex type among the three, as it occurred at the sentential level. As illustrated in the examples taken from the data, the teachers said "Paragraph two for example adalah penggambaran (English: describe) physic or physical appearance of the person; Kalo begitu (English: hence) what is the purpose of the text, apa tujuannya?; Sudah ya (English: I think enough), let's check it together and just see the result; It's already been used, kata kata ini sudah dipakeya (English: these words have been used), It's so beautiful... what a beautiful...". Here the teachers inserted Indonesian phrases such as penggambaran, kalo gitu, sudah ya, and kata kata ini dipakeya in their utterances which were predominantly in English.

3.2 Purposes of L1 Use in EFL Classroom

This research found that most of the time the teachers used L1 in their teaching learning process in order to communicate more effectively with the students. It revealed that they used L1 for variety of purposes.

3.2.1 Giving Meaning of the Unknown Word or Phrase

Part of the foreign language learning is learning new words or phrases. The instructional materials commonly consisted of reading texts and some exercises on comprehension, grammar, and vocabulary. In this classroom context, when the class was doing an activity in English, the teachers were concerned with the students' understanding of all the vocabulary. The teachers always questioned the students whether there were new words or expressions they did not understand. To explain the meaning of the new vocabulary or phrases, the teachers used L1 or translated them in Indonesian as the example below.

- T: OK class, step one is understanding vocabulary. Do you find any difficult words?

S: Towel...Mam

T: What did you say, towel or tower? Kalo tower itu menara, kalo towel itu handuk.

- T: Do you have any question class?

S: What is meant by quiet waterfall?

T: Ya ya ya..., quiet waterfall itu air terjun yang tenang.

The data examples showed that the teacher did not translate all the text. The L1 use functioned was visible, that is, to translate the unknown word.

When the class was going through with a reading text, the teachers were very concerned that their students might not understand the message of the texts. Thus, they resorted to L1 to help their comprehension. It appeared from the data presented here that the L1 use functioned to bridge the gap between students' knowledge of the TL and the new information presented by their teachers as the teachers said to the class seen below:

(1) "What is the responsibility of soldier ant. I mean the duty or the responsibility of the soldier ant. You know what responsibility means?. tanggung jawab. What is the responsibility of soldier ant?"

(2) "Ok... now ... paragraph two in the descriptive text. Paragraph two describes physical appearance, for example penggambaran-penggambaran penampilan fisik...m, misalnya fisik seseorang".

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In these examples, the teachers directly translated the words or phrases into Indonesian so as to ensure the optimal comprehension of the students. The teachers wisely used L1 when they got the feeling that the students did not understand particular words or phrases.

3.2.2 Explaining Grammar

In this classroom context, grammar explanation was generally presented in L1 since the students were less competent in the TL. The teachers used L1 to explain new grammatical items because this helped the students' understanding as well as saved the time. The students were not very familiar with English grammar as it is quite different from Indonesian. The teachers believed that if they explained grammatical aspects in English, they were actually at the risk of making other problems for the students since it would take more time and effort. Therefore, the teachers were commonly unwilling to use the TL when explaining grammar.

The grammar explanation occurred at different areas of the lesson. For example, the teachers used L1 when the class was doing an exercise as shown in the data below. As an example, one teacher explained how to form past tense in irregular verb as compared to the regular one, saying "OK class... let's check exercise part three. The sentence I left school at two o'clock. I leftitu pakepolabentuk kalimat past tense. I left school at two o'clock. Left bentuk past tense dari kata leave. Ini bentuk kata kerja tidak beraturan, irregular verb. Kalo regular verb kan tinggal ditambah -ed dibelakangnya". Another example, another teacher discussed the present verb. She kept reminding the class not to forget to add the particle -S to the verb whose predicate is she, he, and it. She said, "Just remind you all, many of you do not understand or may be forget the pattern of simple present tense. If the subject is she, he, or it you need to add -S to the verb. Remember ya, harus ada tambahan -S pada kata kerjanya. Kenapa ya...kalian sering lupa menambahkan -S.

The data also indicated that the teachers used L1 for grammar explanation when the class was working through a chapter in the book. For example, one teacher discussed the use of "one" to replace countable nouns as to avoid unnecessary repetition.

T: Ok ... the next sentence states...
"She ask the yellow roses where she could find the red one. Look at the word "one", what does one here refer to? OK...any body knows?

S: Rose...Red rose.

T: OK good! Jadi diingat ya kata "one" bisa menggantikan kata benda yang pernah disebutkan sebelumnya. Jadi kata "one" disini artinya rose, red rose.

In addition, the teacher used L1 for grammar explanation when the class was discussing English grammar itself. The following example showed one teacher tried to explain the formation of noun phrase, particularly which consisted of adjective and noun. She said, "We have discussed noun phrases formed by combining adjective and noun. Adjective plus noun. It's a kind of adjective which shows opinion. Jadi,... jenis kata sifat itu disebut opinion adjective. Kata sifat yang menunjukkan opini, pendapat kita, seperti kata "beautiful, good, dan seterusnya. Kita membentuk noun phrase dengan mengkombinasikan adjective dan noun seperti beautiful waterfall, beautiful park, good students dan seterusnya".

3.2.3 Giving Instruction

The data indicated that the teachers used L1 to highlight the

instruction or to direct the students to complete the activity. The teachers were very concerned that the students did not understand the directions accurately in the TL, so they used the L1. As an example, one teacher said "Okey class, read paragraph one, about ant soldier and then write down the new words. Ayo kamu tulis kata kata yang kamu tidak tahu artinya dari paragraph ini". Here the teacher gave instruction to the students to jot down the new words from the paragraph twice, firstly she stated in English then provided the translation in Indonesian.

Other examples depicted the similar pattern in which the teachers produced an utterance in the TL then followed by another utterance in L1. The two utterances contained similar meaning or message, as shown in the examples below.

- "Okey do exercise number sixteen until number eighteen in three minutes. Ayo kamu kerjakan in three minutes".

- "If you can write the description text with your own words and your own description. Mendiskripsikannya dengan bahasanya sendiri sendiri ya".

- "Okey student I have a report text for you. Please discuss with your friend. Read silently please! Ayo...Teksnya di baca dalam hati ya".

- "Now, please read the next page, to long halaman berikutnya, mas tolong bacakan mas. What is your zodiac sign? Hallo...hallo tolong dibacasegera".

As stated in the examples, the teachers often used the Indonesian words *ayo* (come on) and *tolong* (help) as polite request. And this was the common pattern of L1 use which functioned as direction or instruction for students to complete the tasks.

3.2.4 For Encouragement

The finding indicated that the teachers were found to employ L1 for the purpose of giving encouragement to their students to complete the tasks and praise them for having completed. Apparently, the teachers used the L1 to make the students feel comfortable as to participate actively in the classroom. Such encouragement was very beneficial for classroom rapport between the teachers and students as well as to create a supportive classroom atmosphere for the students. As an example, one teacher said, "Ok class... can you answer number one? Come on please raise your hand. Don't be shy, jangan malu". Here the teacher tried to warm up the class and suggested them not to be shy. Another teacher said to a student, called Pujiati, "Ok number three, Pujiati. Don't be afraid to make mistake in pronunciation. Jangan takut salah ya". In these examples, the teachers used the word *jangan* which literally means "do not" to show their sympathy to the students.

Another data sample indicated that the teacher used L1 to boost the student's confidence, especially when he or she faced the difficult tasks. One teacher was found persuading his students to answer a question addressed to the class. The teacher pointed one student, named Andika and said, "Ayo Andika come on Andika. Ayo in what paragraph you can find the answer? Jawabannya di paragraph berapa?". Here the teacher used L1 to make his student confidence to answer the question. Yet, another example showed that one teacher used L1 to encourage her students to be frank about their home work, stating "Is there anybody who didn't do the homework? Raise your hand... ayo angkat tanganmu! Be honest, jujur lah padaku. Some students who did not do their home work were probably rather anxious. The teacher used L1 to build intimate relations with the students and to show their concerns by producing a little tune by Raja,

an Indonesian Music Band "jujur lah padaku". Here, instead of reminding the students mainly in English, the teacher consciously used L1 to encourage them.

3.2.5 Classroom Management

This study revealed that the teachers used L1 as an effective tool to manage classroom discipline, to draw the students' attention, or to tell-off the students for their misbehavior. As an example, one teacher who felt disturbed by a student's (named Adi) disruptive behavior said "Adi what are you doing there. Adi ki kenapa tadi, ayoduduk yang baik, sit down, sit down, and keep quiet". At that time, Adi was wandering around the class, disturbing other students during the classroom session and the teacher asked Adi to go back to his own seat. The teacher said in L1 then in the TL. Meanwhile, another teacher who wanted to start the class felt disturbed by the noisy class and he said "Do you remember the yesterday lesson, class? Aduh ramene. sssstttt... diam, be quiet please! OK, yesterday we talked about procedure text, making pineapple juice". Here the teacher asked the class to be quiet in L1 then translated into English. Yet, another example was when the teacher tried to discipline the students, saying, "He kenapa ngomong terus, diskusi boleh tapi harus mengerjakan. Okey then, what is the text about? Discuss in a group". The class was supposed to have a group discussion but some students made a lot of noise; they were chatting.

The examples above indicated that the teachers used L1 for disciplining the classroom disciplining when they were not happy with their students' misbehavior. They believed that using L1 would be concise, saving a lot of time and energy in classroom management. When the students were misbehaved, doing things that violated the classroom discipline, the teachers tended to use L1.

DISCUSSION OF FINDINGS

4.1 The Patterns of L1 Use in Indonesian EFL Classroom

This study has revealed that the use of L1 in Indonesian EFL classroom was materialized in the form of code switching. Three patterns were identified, namely: tag, inter-sentential, and intra-sentential switching. In general, the current findings support those obtained by Ochi (2009) Pan & Pan (2010), Littlewood & Yu (2011), Yavu (2012) Lasagabaster (2013) Bozorgian & Fallahpour (2015) Temucin & Baytar (2015), Paker & Tuna (2015), revealing that L1 use mostly occurred in the EFL classrooms to facilitate the teaching learning process. However, these studies did not reveal how L1 use was realized in the classrooms of which the current study has exposed. It was found that L1 use was materialized in code switching strategy, alternating use of the L1 and the TL and the other way around. The explanation offered for this condition is that in Indonesian EFL context where the teachers and the students speak the same native language (Indonesian), L1 remains a natural resource in EFL learning. In this context, the common strategy used is code switching, alternating use of L1 and the TL. This view goes parallel with Ellis's (2001) statement that L1 actually has a facilitating role in the EFL classroom and may provide a positive effect since the learners' prior linguistic knowledge is an important factor in L2 acquisition. Theories of L2 acquisition which ignores L1 cannot be considered complete. A similar claim comes from Turnbull & Dailey-O'Cain (2009), stating that to ignore L1 during the process of L2 learning is to ignore an essential tool at the learner's disposal.

The current finding also indicated that during the tag-switching, the teachers appeared to frequently use Indonesian words such as *iya* or *ya* (alright or OK) to show an agreement and *ayo* (come on) an encouragement. It is speculated that the teachers and students have a close social relation. The teachers communicate naturally with the students and they use these words to enhance their relationship and help the students feel close to them. As Wouk (2001) states that the two allomorphs of the Indonesian word for yes, *ya* and *iya* are

frequently used responsively as an affirmative marker and as a question to initiate an exchange or make a request that has a low social cost. Meanwhile, the teachers use the word *ayo* at the beginning of an utterance to show intimate relationship and minimize the imposition when instructing the students to do the classroom tasks. Likewise, Widiadnya et al. (2018) state that Indonesian teachers commonly use the word *ayo* as a linguistic politeness strategy in their instruction to create cooperation and lessen their imposition in teaching and learning process.

With regards to the inter-sentential and intra-sentential switching, the analysis indicated that the teachers often adopted them in order to make their students' comprehension easier as the utterances in L1 represented the message conveyed in the TL. In other words, they used for educational purposes, having an explanatory nature. We speculate that the teachers under this study are sure that the students lack competence in English. Thus, both inter-sentential and intra-sentential code-switching are inevitable as the teachers have concern for their students' understanding of the lessons. The teachers code-switch to facilitate the teaching and learning process. As Bhatti et al. (2018) state that code-switching commonly occurs in classroom as a communicative tool in EFL learning. And the teachers commonly code-switch in particular situations as they assume the students will not understand otherwise (Johansson, 2013).

4.2 The purposes of L1 Use in Indonesian EFL Classroom

The results of the current study indicated that L1 was used for multiple purposes such as translating the unknown word or phrase, explaining grammar, giving instruction, encouragement, and classroom management. Generally, this findings correspond with those found by Yavu (2012), Temucin & Baytar (2015), Paker & Tuna (2015), and Bozorgian & Fallahpour (2015). These findings, however, slightly different when compared to Bozorgian & Fallahpour's (2015) and Paker & Tuna's (2015). These authors concluded that L1 was also used for humor or joke of which was not the case in the present study. We assume that it is very likely that the teachers under this study lack the ability to create humor and it is not their character. In addition, they are more syllabus-oriented. As Ziyaemehr, Kumar & Abdullah (2011) state that humor is primarily related to the personality of the instructors. Teachers who do not use humor in classroom because humor is not in their personality.

With regard to the use L1 for giving meaning of the unknown word or phrase, it is assumed that it can be very effective while allowing students to proceed to the more important aspect of learning such as active use of the language. In Indonesian context, translation techniques is one of the most visible uses of L1 as it is an efficient teaching technique for words that cannot be easily explained by paraphrasing. Butzkamm and Caldwell (2009) call it sandwiching, articulating a statement in the TL, restating it in the L1 and then again in the TL. This is the quickest way to make authentic classroom communication possible. In the same vein, Macaro (2009) confirms that items of vocabulary might be better learnt by providing L1 equivalents rather than by providing TL definitions or paraphrases.

As for the L1 use for explaining grammar found in this study, it is likely that the teachers want to make grammar lesson easy since the students have low English competence. As Cook (2001) argues that explaining grammar in either L1 or the L2 is a practical issue, where the main argument for using the L1 is efficiency of understanding by the students. Meanwhile Butzkamm & Caldwell (2009) contend that we can avoid real suffering when learning grammar and turn grammar into something positive with the use of bilingual techniques where L1 and L2 enter into a powerful alliance.

With respect to L1 use as a means to highlight the instruction or direction of the task, it is likely that clarifying instructions or direction related to tasks to be carried out in class is very crucial as there should

be no space for doubts. Indeed, as Brown (2001) argues that when students feel that the task is too hard, or that the directions are not clear, or that the task is not interesting, or that they are not sure of the purpose of the task, then teachers may invite students to take short cuts via their L1.

In term of L1 use to encourage the students to complete the tasks, it is possible that the teachers use it as can help students feel more comfortable and raise their morale since the relation between themselves and their students are important. Cook (2001) calls this type of use is associated with treating the students as their real selves rather than dealing with assumed L2 personas. Kang (2008) argues that the best way to make students feel comfortable and confident is by using their L1 in the class. In the same vein, Edstrom (2006) states that it is important for teachers to establish rapport with students and he recommends using L1 for praise and encouragement because the use of L1 may reinforce the fact that it is real.

As for the use of L1 rather than L2 for classroom management, especially to maintain classroom discipline found in this study, it is believed that this sounds more commanding for the students. Using L1 in organizing EFL class is not a matter of choice but inevitable since it will be difficult to manage classrooms without recourse to the learners' L1. As Dailey-O'Cain & Liebscher (2009) argue that classroom managerial functions are practically hard to serve using only the L2. So, they recommend that these functions be handled through L1 use so that the learners are able to focus on what is to be learned. This is particularly effective at elementary levels. In addition, Cook (2001) suggests that "Saying 'Shut up or you will get a detention' in the L1 is a serious threat rather than practice of imperative and conditional constructions". This implies that a commanding figure is best achieved through learners' L1.

CONCLUSION AND PEDAGOGICAL IMPLICATIONS

In this study we have presented a detailed description of the patterns and purposes of L1 use in EFL classroom at local Indonesian secondary schools. It has revealed that L1 use was realized in the form of code switching with three patterns, namely tag, inter-sentential, and intra-sentential switching. L1 use was intended for multiple purposes, including translating the unknown word or phrase, explaining grammar, giving instruction, encouragement, and classroom management. It can be concluded that L1 remains a natural resource in Indonesian EFL classroom since the students and the teachers share the same L1. L1 use is likely for pedagogical purpose since the students lack competence in English and L1 functions as a scaffolding tool for them.

The pedagogical implications drawn from this study is as follows. Basically, the use of L1 is materialized in code-switching. The implication is that code-switching is still a strategy that EFL teachers can use to help learners in their teaching learning process. This strategy is useful in EFL learning. However, teachers should be aware of the level English competence of the learners. For example, L1 can probably be more beneficial to beginners as their English proficiency is very low (Pan & Pan, 2010). They need some scaffolds to develop their English grammar and vocabulary repertoire and L1 is an effective scaffolding tool (Ochi, 2009). Therefore, it is better for the teachers to properly use L1 in their teaching learning process to achieve good output otherwise the main learning objectives may not be accomplished. Teachers who are competent and confident in their EFL teaching is believed to be able use the L1 appropriately as cognitive, social, and managerial tool. In the mean time, teachers should also be sure that students are not always dependent on L1. As their English competence develops their dependence to L1 should decrease. In other words, the learners' proficiency level is an important consideration.

From cognitive perspective, it is justified that L1 use in EFL classroom could facilitate teaching and learning process. However, it must be judicious in using it. The teachers need to consider the instructional goals. They can use L1 especially when the goal is more for

comprehension or understanding of the TL knowledge rather than for exposure to and practice of TL. For example, L1 is used for pedagogic purpose such as to discuss difficult concepts, complex grammar items, or unknown vocabulary. And if the goal is for oral communication, the teachers can reduce the use of L1 as to provide more exposure to TL and encourage students to experience the use of TL.

From affective perspective, L1 use is also justified particularly for building rapport between the teachers and the students. Learning a foreign language for many learners is full of anxiety, nervousness, and stress. According to Sparks & Ganschow in Hashemi (2011), this may be a result as well as a cause of insufficient command of the TL. That is to say, the students are anxious because of linguistic difficulties they face in learning and using the TL. Hence, the teachers can use L1 to build rapport so that the students feel more connected and become more confidence and motivated in learning. At the same time, the teachers can compromise with disciplinary issues during teaching learning process as indiscipline may occur when the task is unclear, too easy, or too difficult, or when the class size is big. The teachers can use L1 for its immediate effect in order to lower the students' affective filters.

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