

CHAPTER I

INTRODUCTION

This chapter consists of five subchapters. They are the background of the study, research problems, objectives of the study, significance of the study, and the scope and limitations of the study. They are explained in detail below.

1.1. Background of the Study

Globally, English is the international language used to communicate in many countries in the world. As a communication tool, English is used in all aspects of life, e.g. in technology and science. In teaching English as a foreign language in the classroom, the use of the first language is often found in English classes. The first language (L1) use happens in some countries where English is not spoken, including Indonesia. In the Indonesian context, English is a foreign language taught to students at all levels, from elementary to university. Teachers in English classes often use mixed languages: the Indonesian language, and English when they are teaching English as a foreign language. They are aware that as an alternative to the local language, Indonesian is typically good if used as the school's official instruction medium. As a result, the use of Indonesian in EFL classrooms is unavoidable.

According to Sibarani, C. (2019) the use of the Indonesian language in English classes is beneficial. She discovered that understanding difficult concepts explained in Bahasa Indonesia was easier and safer. It is in line with what experts

said that the use of the first language will make it easier for teachers to convey their intentions, make it easier for teachers to give instructions, and check students' comprehension Atkinson (1987). The teachers tend to use L1 to clarify the material to students after trying to explain the material using the target language, Cook (2001). The use of L1 provides better input that is more prominent for students to process more easily and accordingly results in a better understanding of the target language. Turnbull, M., & Arnet, K. (2002).

On the other hand, according to Polio and Duff (1994), and Pan & Pan (2010), the use of English in English classrooms should be improved because English proficiency can only be achieved by exposing students to a large number of English inputs. Additionally, Krashen (1985) Ellis (2005) stated that students' L1 should not be used in class to maximize target-language exposure. The more L2 exposure students receive, the faster the students learn. However, there are also studies supporting the use of both languages. Haryanto, E., et al (2016) said that the students are very enthusiastic about using English as the language of instruction in their classes. However, they also welcome L1 (Indonesian).

In addition, according to Brown (2000), teachers and educators have debated whether or not they use the students' first language (L1) in an EFL classroom. Some teachers may think that teaching a foreign language to students and bringing their L1 in the learning process may be effective for them to learn the foreign language, especially for students with low-level proficiency in English because allowing students to be close to their native speaker will help them to learn and to acquire a new language (Cook, 2001a).

It can be concluded that using the first language in teaching a second language or foreign language in a classroom has long been a debate. English and Indonesian are the languages used in English classroom teaching. Therefore, we cannot deny that English and Indonesian both are important.

In summary, there are two views towards teachers' and students' perspectives of using L1 in the EFL classroom: one is that learning the target language is better using the target language because the learner can get more exposure to the target language and it can make them more familiar with it, and the other is that learning target language is preferred by the medium of using the first language because it can be easier for the learners to grasp the ideas or concepts of the learning material.

Based on the background presented above, the use of Indonesian in EFL classrooms is still open to further investigation. Therefore, the writer is interested in conducting a research on the title **“An Analysis on the Use of the Indonesian Language by English Teachers in Teaching English as a Foreign Language”**

1.2 Research Problems

Based on the background above, the writer proposes two problems that are formulated in the questions below:

1. What are the purposes of teachers using Indonesian in teaching English to EFL learners?
2. What are the factors affecting the teachers' use of the Indonesian language in teaching English?

1.3 The Objectives of the Study

The objectives of this study is to find out the purposes of teachers use the Indonesian language in teaching English and to know the factors affecting the teachers' use of the Indonesian language in teaching English.

1.4 Significance of the Study

This research is expected to provide benefits for teachers and students.

1. For teachers, the researcher hopes the results of the study are expected to help teachers understand the use of both the Indonesian language as their first language and English as the target language in teaching English.
2. For students, the researcher hopes the result of the study is expected can help students understand that using the first language in classroom activity can be easier for the learners to grasp the ideas or concepts of the learning material.

1.5 The Scope and Limitations of the Study

The study was limited to the study of teachers using the Indonesian language in teaching English. The study concentrated on the analysis of why teachers use the Indonesian language in teaching English.