

## Utilizing First Language (L1) In Teaching English: Examining the Beliefs of English Lecturers at Indonesian Universities Regarding the Use of L1 In English Language Instruction

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**Abstract:** Research on language education has traditionally focused on studying first language (L1) use in English as a Foreign Language (EFL) classrooms, particularly concerning L1's positioning concerning the target language, English. On the one hand, proponents of monolingual education contend that L1 should never be used in the classroom since it can impede students' acquisition of a second language. Conversely, some have shown that L1 could serve as a readily available schema or point of reference to help with target language acquisition through positive transfer and other methods. Despite the fact that a great deal of research has been done on the subject, it frequently solely addresses the advantages and disadvantages of utilizing L1, ignoring the essential viewpoints of educators toward L1 use in the classroom. This study explicitly attempts to investigate English lecturers' beliefs on how they use L1 in the classroom. This qualitative case study featured three English lecturers at one public university in Aceh, Indonesia. Semi-structured interviews were used to gather information about the perspectives and practical applications of L1 in English classrooms held by instructors. The study's conclusions showed that, aside from direct instruction, all participants considered L1 helpful in learning English and played a significant role in their teaching process. The data analysis also revealed that the teachers were wary of some negative consequences that might result from using L1 too much.

**Keywords:** L1, first language, lecturers' belief, English Language Instruction

### 1. INTRODUCTION

The argument for and against using students' mother tongues in language instruction has been well documented in the literature (Kim & Petraki, 2009; Kayaoğlu, 2012; Hashemi & Sabet, 2013). Regarding the use of L1 in language instruction, Chimbutane (2013, p. 315) claims that there are three main arguments: "(1) total exclusion of L1 or exclusive use of foreign language; (2) minimal use of L1 or maximum exposure to foreign language; and (3) optimal use of L1." These discussions impact how language teachers teach languages, particularly how to define and implement L1 in the classroom judiciously (Macaro, 2006; Turnbull, 2001). This article tackled these problems by examining lecturers' employing L1 in English language teaching (ELT) classes in Indonesian contexts.

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The practical application of L1 use in language instruction in the classroom is a topic of continued discussion concerning pedagogical techniques in language education. The discussion starts with a rigorous argument claiming that using L1 hinders students from learning a new language and ends with an opposing idea that using L1 helps students understand the target language (Yavuz, 2012). According to the previous premise, teaching pupils a new language through monolingual instruction—that is, educating them just in English in the classroom—is the most effective method (Bateman, 2008; Littlewood & Yu, 2011). According to this monolingual approach, L1 use in the classroom should be avoided since it will help pupils learn the language more successfully if taught in English exclusively (Yavuz, 2012). Hidayati (2012) provides evidence in favor of this claim by pointing out that proponents of the monolingual approach think that exposure to a foreign language is analogous to learning one's own tongue. Consequently, since L1 can obstruct and interfere with pupils' acquisition of a new language, it should be forbidden (Hidayati, 2012). Indonesian educational institutions have implemented this monolingual approach (Manara, 2007). The Indonesian government decided to improve students' English language proficiency in order to compete in the globalization period, which is why this adoption occurred (Manara, 2007). Another reason is that the monolingual approach is the only way students are exposed to English due to the limited opportunities to utilize and acquire the language outside of the classroom (Julianti, Atmowardoyo & Mahmud, 2016).

In opposition to the monolingual approach, others contend that teaching pupils in two languages—their first language plus English—will help them learn. According to this perspective, teaching a first language in the classroom is a scaffold for teaching a foreign language (Debreli, 2016; Kim & Petraki, 2009). Sali (2014) asserts that there are three main ways in which teaching English in one's native tongue might aid in the learning process. Firstly, the educational role concerning the subject matter is utilized to clarify, interpret, examine, and assess pupils' understanding. The second was the administrative role, which included assigning directions, controlling student behavior, and keeping an eye on focus. Third, cultural and social events center on telling jokes, complimenting pupils, and building relationships. It is also asserted that studying a first language helps kids feel less anxious and emotional when learning English (Meyer, 2008). In the Indonesian setting, where L1 is mainly used by teachers in the classroom, L1 is used to lessen learners' fear and establish a welcoming, pleasant, and less intimidating learning atmosphere (Zacharias, 2004; Hidayati, 2012).

Building on earlier debates on whether or not to utilize L1 in the classroom, earlier studies revealed that English teachers in Indonesia predominantly use L1 (Zacharias, 2004; Hidayati, 2012; Julianti et al., 2016). It is questionable, however, how instructors view using L1 in their instruction and whether doing so improves their methods (Manara, 2007). Because of this gap in the literature, it is essential to investigate and review English teachers' attitudes about the usage of L1 in Indonesian contexts.

### **1.1 Research Context and Focus**

This study investigates the beliefs of English instructors at an Indonesian university regarding the use of L1. Two factors led to the selection of the study's context. First, few studies have examined Indonesian university lecturers' opinions about L1 (Julianti et al., 2016; Pardede, 2018). Most research only considers the benefits and drawbacks of using L1, ignoring teachers' opinions regarding its use in the classroom (Zacharias, 2004; Manara, 2007). The present study closes this gap in the literature by revealing instructors' responsibilities and attitudes toward L1 use, which is essential because teachers' perspectives can improve teaching performance. Second, the author's own experience indicates that L1 is the primary language university-level English teachers use in their instruction. This happens because teachers find it challenging to convey all course materials in English alone (Polio & Duff, 1994, as cited in Sali, 2014).

Given that educators and learners in Indonesia share the same first language using this language for instruction is practical (Hidayati, 2012). Some educators view using a first language in language instruction as a positive way to help students learn English and overcome obstacles in the classroom, while others view it as a sign of poor teaching (Debreli, 2016). As a result, what instructors think about using L1 in the classroom in Indonesia is unknown. In order to hear teachers' opinions about using L1 in the classroom, the current study's exploration of teachers' ideas is crucial since it may raise teachers' knowledge of this practice. In conclusion, concerning the research emphasis, the author emphasizes that the purpose of this paper is not to promote improper and haphazard use of L1 in the L2 classroom by educators and students. Instead, this paper aims to motivate educators to thoroughly examine their classrooms to find the best way to use L1 to mediate the success of L2 learning.

### **1.2 Research Question**

The following research question directs this investigation: What beliefs do English lecturers at Indonesian universities have about using L1 in EFL classrooms? This study aims to shed light

on the opinions and voices of Indonesian English teachers regarding the usage of L1 in English instruction. By learning about Indonesian teachers' perspectives on the usage of L1, we can better understand how they frame the language in their instruction.

## **2. LITERATURE REVIEW**

### **2.1 Teachers' Perspective on the Use of L1**

The positive and negative views of instructors on the usage of L1 in the classroom have been investigated in previous studies. According to certain prior studies, teachers view L1 use favorably because it is crucial to teaching foreign languages. According to Hidayati's (2012) study conducted in Indonesia, teachers had a favorable opinion of the usage of L1 in ELT, with L1 being utilized to translate new vocabulary, explain complex grammar, and facilitate social connections with students. Hidayati (2012) discovered in her research that educators utilize L1 as a tool and resource to aid in English language acquisition in Indonesia. In a similar vein, Kim and Petraki (2009) concentrated on the opinions of English teachers about the use of first languages in Vietnam. According to this study, English teachers had a good attitude toward the use of their first language and said that it was important for introducing new vocabulary, outlining grammatical rules, and overseeing classroom procedures.

The research also demonstrates that teachers believe applying one's native tongue to studying a foreign language is advantageous. According to Shabir's (2017) research, teachers believe that utilizing students' first language effectively lowers anxiety levels and facilitates quality language learning activities. Additionally, Shabir (2017) discovered that during the language learning process, students with low language competency typically become trapped and experience anxiety. Teachers concluded that using one's first language effectively and advantageously reduces pupils' anxiety and fosters a more relaxed learning atmosphere (Shabir, 2017). Zacharias (2004) examined how English teachers in Indonesia use L1 judiciously and discovered that most think it helps create a less intimidating environment for students to learn English. Similarly, Liu (2008) discovered that Chinese English teachers think using L1 fosters a relaxed learning atmosphere and lowers the possibility of students misinterpreting course information. Liu (2008) found that educators view the first language as useful for elucidating and verifying students' comprehension.

Notwithstanding the aforementioned favorable opinions, it is also said that teachers hold unfavorable beliefs about using L1 in language instruction. According to Hashemi and Sabet (2013), instructors view the overuse of L1 negatively since it can impede students'

progress in learning the target language in the classroom. Similarly, Manara (2007) discovered that educators have negative attitudes toward using first languages, as it may encourage students to be unmotivated in their acquisition of the subject matter. In her situation, students become overly reliant on teachers using their first language (L1) or providing translations during class, which lowers their motivation to learn English as the target language (Manara, 2007). Another significant finding indicated that instructors' negative attitudes toward using L1 were because it reduces students' exposure to and use of the target language in the classroom (Mahmud, 2018). Mahmud (2018) claims that the goal of English instruction in Bangladesh is for instructors to grasp and understand conversational skills. As a result, the teachers believed that since English gives children ample exposure and input to become proficient in the language, it should be the exclusive and primary language used in the classroom for instruction (Mahmud, 2018).

## **2.2 The Functions of L1 in ELT Learning**

Regarding the roles that L1 plays in teaching the target language, several significant findings from earlier research have been discovered to offer insights into how teachers employ L1 judiciously in the classroom. First, the bulk of reviews of the research said that the primary purpose of using L1 in language instruction classrooms is to teach complex grammatical rules and vocabulary (Copland & Neokleous, 2011; Debreli, 2016; Hlas, 2016; Shabir, 2017). Pardede (2018) claims that the primary reason L1 is used to study grammar and language terminologies is because students find it challenging to comprehend the intricate language components when taught in complete English by their teachers. Therefore, Debreli (2016) noted that using L1 in grammar instruction prevents students from learning inaccurate information about a particular language feature while studying. Therefore, using L1 guarantees that pupils acquire the input materials accurately.

Second, one of the most beneficial outcomes of using L1 in classroom activities is seen to be providing instruction (Shabir, 2017). According to a study by de la Campa and Nasaji (2009), teachers preferred to give activity instructions in L1, believing that this would help students better understand the instructions in their native tongue. Similarly, Hidayati (2012) stated that classroom education is essential for students' learning. It will be challenging for teachers to correct students' understanding of the instructions if they don't comprehend them at the start of the study period because it takes longer to review the information (Sali, 2014). Therefore, providing procedural instructions was the second most common use of L1 in order

to foster classroom participation and save more time (Macaro, 2001; de la Campa & Nasaji, 2009).

### **3. METHODOLOGY**

#### **3.1 Sampling Method**

Purposive sampling was selected as the sample approach for this study. Three English lecturers working at a public university in Aceh, Indonesia, were purposefully selected for this study. The following criteria were used to determine the participants: the participants had to have taught English for at least five years; they had to have taught a variety of subjects, including grammar, speaking, listening, writing, and reading classes; and they had to have contributed to the syllabus design of university-level English language courses. Selection criteria were applied to guarantee that the data were of the highest caliber and aligned with the study's research goal. The criteria guaranteed the selection of respondents who could offer detailed, precise, and illustrative information (Meriam, 2002).

#### **3.2 Data Collection**

Semi-structured interviews were the primary research method used in this study to collect data from respondents. According to Creswell (2005), semi-structured interviews let participants concentrate on the topics without limiting their answers. In semi-structured interviews, the researcher has "more input in concentrating the talk on subjects that they feel essential regarding the research project" (Denzin & Lincoln, 2018, p. 579). In order to discuss their availability and desire to engage in the study, the participants were invited to a briefing by the researcher. In-person, one-on-one interviews took place; they typically lasted between twenty and thirty minutes. In order to facilitate better understanding and responses from participants, interviews were performed in Indonesian. In order to enable the researcher to examine interviewees' responses for data analysis, interviews were audio recorded and transcribed into English.

#### **3.3 Data Analysis**

Data analysis aims to create meaning by examining the results (Bryman, 2016). After collecting study data via semi-structured interviews, the data underwent multiple phases of analysis (Creswell & Creswell, 2018). Interview transcripts were the first step in organizing and preparing the data. Following transcription, the data was analyzed and categorized using a

coding procedure. The coding sequence started with a study of the concepts and behaviors found in the data, followed by identifying specific data segments, creating code categories and names, and creating a list of all the codes generated. Themes and meanings were identified by applying thematic analysis following the coding procedure (Creswell & Creswell, 2018). The themes helped the researcher better analyze and comprehend the data by highlighting the key ideas and organizing principles of the problem. Following that, the data were categorized into broad descriptors.

## 4. FINDINGS AND DISCUSSIONS

### 4.1 Findings

This study investigates the opinions of English lecturers at Indonesian universities regarding using L1 in their ELT. The participants' views regarding the usage of L1 in the classroom are presented through thematic analysis of the data. After the results were analyzed, two primary themes emerged: teachers' opinions about the purposes of L1 and their general views about using L1. This chapter contains interview excerpts that better represent the participants' ideas and viewpoints. Additionally, the table below describes the two aspects of the findings from the interview results.

Table 1: The thematic analysis of two aspects of teachers' beliefs on the use of L1 in ELT

No	Participants	Criteria	
		Teachers' Beliefs	Functions of L1 use
1	Teacher A	<ol style="list-style-type: none"> <li>1. L1 cannot be used excessively in the classroom</li> <li>2. students will not feel afraid and feel more comfortable when L1 is used in class</li> <li>3. despite its advantages, L1 cannot be used excessively in the classroom</li> </ol>	<ol style="list-style-type: none"> <li>1. L1 should be used when I teach complicated specific terms to ensure all students comprehend the materials</li> <li>2. L1 used to socialize with students as it is an essential aspect of teaching</li> </ol>



2	<b>Teacher B</b>	<ol style="list-style-type: none"> <li>1. first language has a significant role and becomes an essential tool in teaching</li> <li>2. L1 is valid in my teaching since it aids the learning process and helps me to explain the materials more easily</li> <li>3. L1 enables students to feel more enjoyable when they find difficulty in learning</li> </ol>	<ol style="list-style-type: none"> <li>1. the first language becomes the key to explain complex theoretical concepts</li> <li>2. It is more efficient to use L1 when giving instructions since it also makes the lesson simple and easy for the learners</li> <li>3. L1 is used to socialize with students to increase students motivation</li> </ol>
3	<b>Teacher C</b>	<ol style="list-style-type: none"> <li>1. L1 has an essential role in classroom activities as it can be used as a tool for explaining difficult topics</li> <li>2. L1 reduces students' anxiety and hesitation in learning English</li> <li>3. excessive use of L1 might have negative effects on acquiring the target language</li> <li>4. Too much first-language use will make students lazy and dull in learning</li> </ol>	<ol style="list-style-type: none"> <li>1. I consider the effective use of L1 when giving instructions in the class</li> <li>2. L1 is used to socialise when I share my life experience because it is the way I build a good connection with students</li> </ol>

#### 4.1.1 Teachers' Beliefs on L1 Use

Based on their observations and experiences in the classroom, teachers' beliefs about using L1 were measured. Most English teachers in Indonesia use L1 in the classroom (Pardede, 2018). The perspectives of Indonesian English teachers generally regarding the usage of L1 in English classroom activities were made clear by the interviews. Since they all claimed that L1 was useful for specific topics, all participants believed L1 played a significant role in classroom instruction. As an example, Participant B said:



I believe the first language has a significant role and becomes an important tool in my teaching. For example, it is beneficial and advantageous to explain complex terms, clarify my explanations, and discuss further explanations about specific concepts.

Similarly, Participant C stated, ' L1 has an essential role in my classroom activities as it can be used to explain difficult topics'. All participants believed that L1 has a crucial role in their teaching practices.

For various reasons, every participant used L1 in the classroom and had favorable attitudes toward it. First, learning is seen to be more accessible when L1 is used. Participant B, for instance, argued: "I find that using L1 in my instruction helps students learn and makes it easier for me to convey the content." Second, L1 is used to help students feel less anxious and uneasy when studying English. As expressed by participant B:

Students with no background in English might find difficulty and feel anxious if the teaching and learning are entirely taught in English. Teaching and learning English as a foreign language in English will likely cause learners to feel anxious and demotivate them to understand the target language.

Similarly, Participant C stated, "I support using L1 to lessen pupils' hesitation and anxiety when learning English." Third, using L1 is thought to make the classroom setting more pleasurable and pleasant for learning. For example, Participant A stated, "When I employ L1 in the classroom, my students will not feel intimidated and will feel more comfortable." "L1 permits students to feel more pleasurable when they encounter difficulty learning," said Participant B.

Even though the participants believed L1 had an important role in the classroom, they maintained that its use should be kept to a minimum. Participant A argued that 'despite its advantages, L1 cannot be used excessively in the classroom'. Participant B stated, ' The more exposure to English students have in the class, the better the learners will learn the target language.' All participants believed that excessive use of L1 might adversely affect acquiring the target language, as this decreases the exposure to English in class.

Furthermore, despite the positive views of L1 use, it was observed that participants also held some reservations about L1 use in ELT. Participants believed that L1 use might be detrimental to students' language learning. Participants asserted that students would be too lazy to learn English if L1 is used too much in the classroom.

They considered that when teachers explain most of the materials using L1, learners might become too dependent on teachers' L1 or translations. This would lower students' motivation and make them passive learners. Participant C reasoned that:

Too much first language use will make my students lazy and dull. Consequently, my students always depend on my translation when they get materials. For example, after the explanation, they always ask me to translate it for them. These learning circumstances will create laziness for them in learning English.

In conclusion, all participants generally had positive views on using L1 and considered it important in students' learning the target language. However, all noted the potential negative effects on students' learning if L1 is used excessively (i.e., more than the minimum required).

#### **4.1.2 Teachers' Perspective on the Functions of L1**

All participants stated that L1 is necessary and beneficial in their classrooms, and all favored using L1 to support explanation and instruction. L1 was identified as prevalent for explaining difficult theoretical concepts, giving instructions, and socializing with students.

##### ***4.1.2.1 Explaining Difficult Theoretical Concepts***

The interviews revealed that all participants used L1 in the classroom when explaining difficult concepts or discussing complex terminologies. This mainly arose from teachers' concerns about students' understanding and comprehension of difficult concepts and materials. Responses indicated that it was not only difficult for teachers to explain some grammatical rules using only English but that the complexities of some materials decreased students' motivation in learning. Teachers employed L1 to ensure students clearly understood instructions and to prevent discomfort in the learning process. Participant B stated:

It is ubiquitous to see my students not understanding complex materials, and they feel uncomfortable and have low motivation to learn grammatical rules using full English. Therefore, the first language becomes the key to explaining difficult theoretical concepts.

Participant A also mentioned:

I struggle to explain some linguistics or grammatical rules in English to make my students correctly understand the concept and my explanation. It is, therefore, L1 that should be used when I teach difficult specific terms to ensure all students comprehend the materials.

In this sense, it might indicate that all participants perceived and utilized L1 to explain difficult topics to ensure their students correctly understood all materials.

#### ***4.1.2.2 Giving Classroom Instructions***

All participants used L1 in classroom instruction. The participants believed that it is more efficient and effective to provide instructions in students' L1. According to the participants, classroom instructions were vital to guiding students in the learning process, and if students misinterpreted the instructions, it would be challenging to clarify the materials later. Thus, the participants believed that 'L1 was best employed in order to provide learning that was targeted when giving instructions' (Participant A). Additionally, participant C commented:

I consider the effective use of L1 when I give instructions in class. It is used to prevent misunderstood ideas that my students will learn. If I instruct in English, they will misinterpret the instructions.

All participants argued that giving instructions in L1 saved time in learning. All expressed a concern that delivering instructions exclusively in English would be time-consuming. For example, Participant B stated:

I usually give instructions 5–10 minutes before beginning the lesson, and if I use full English, I should repeat the instructions several times. Therefore, using L1 when giving instructions is more efficient since it makes the lesson simple and easy for the learners.

#### ***4.1.2.3 Socialising with Students***

All participants stated that they employed L1 to socialize with students as it was a crucial aspect of the teaching and learning process. They viewed using L1 in socializing as a vital facet for establishing good relationships between teachers and learners in the classroom. According to them, this relationship could make the learning process more effective and enhance students' motivation for learning the target language. Participant

A stated, 'I used L1 to socialize with my students as it is an important aspect of my teaching'. Participant B asserted that 'since I use L1 in my class, I use it to socialize with students to increase my students' motivation. That makes learning easier and more effective. As an example of how participants socialized with their students, participants employed L1 to tell jokes to students. This kind of interaction using L1 was because 'the learners could not understand if the teachers use English in telling jokes' (Participant B). Participants believed that if they told the joke in English, their students would be unable to interpret it, creating a dull learning environment. Since the participants and their students shared the same L1, the participants considered their use of L1 as done to build a good relationship with their students. Another example of how participants used L1 in socializing with students was by sharing teachers' life experiences with students. Participant C commented, 'L1 is used to socialize when I share my life experience because it is how I build a good connection with my students'. Participants believed that sharing their life experiences would create a good relationship with students and, thus, aid the learning process—L1 was the appropriate language to conduct this sharing.

The above indicates that the participants understood the condition of their classes and tailored their teaching accordingly. Despite teaching bilingually, the participants believed they should employ English more in class. Students' proficiency levels and teachers' and students' unreadiness to use solely English in the classroom were the main reasons for not applying the monolingual approach. The research findings are discussed further in the next section.

## **4.2 Discussions**

This study aimed to depict a complete picture of the opinions held by Indonesian English teachers on the usage of L1 in ELT. The results validated and correlated with those of earlier investigations regarding the research question. The various viewpoints of the participants on L1 use in classrooms were made clear by the interviews. While all participants favored using L1, they also said that more English, the target language, should be used in the classroom. The participants recognized the purposes and roles of L1 in their instruction.

Regarding the participants' views on using L1, every single one made it apparent that L1 is crucial to their classroom education. This result is consistent with the findings of Manara (2007) and Hidayati (2012), who discovered that L1 is required and crucial for teaching the

target language. The present study participants thought L1 was the most helpful strategy for reducing students' discomfort and anxiety in the classroom. This result confirms that learning in one's first language lowers anxiety and fosters a secure learning environment (Kayaoğlu, 2012; Hashemi & Sabet, 2013; Shabir, 2017). Participants' favorable attitudes toward and support for employing L1 in classroom instructions are supported by the findings of Debreli, de la Campa, and Nassaji (2009), Copland and Neokleus (2011), Kayaoğlu (2012), and de la Campa and Nassaji (2009). (2016). Nevertheless, it should be highlighted that every participant expressed concern that learners would grow reliant on teachers' translations and unmotivated due to using L1 too much. Thus, our study concurred with other research (Manara, 2007) in suggesting that teachers should be knowledgeable about proper L1 usage in the classroom.

Regarding the practical application of L1 in the classroom, the results showed three primary tasks in which teachers apply L1. The first task is to clarify complicated terms and grammar guidelines. This result confirms the findings of Debreli, Hashemi, and Sabet (2013) and Hidayati (2012). (2016). This study supported the findings of those researchers, who discovered that using L1 in such activities ensures that students acquire the materials accurately and boosts their motivation to learn English. Giving directions in the classroom is the second task. This result validates the results of Copland and Neokleous (2011). In addition, participants reported that instructions were more effective and clearer when given in L1, which confirms Hidayati's findings (2012). The third action is interacting socially with pupils, especially through joke-telling and personal storytelling, in order to foster positive relationships and support the educational process. The study discovered that in order to build positive relationships with their students, teachers joked in their native tongue (Debreli, 2016). Furthermore, the results on sharing teachers' life experiences with pupils demonstrated the use of L1 for socialization. These results corroborate Anh (2012) and Kayaoğlu (2012), who discovered that teachers typically use L1 to socialize and establish strong connections with their pupils by sharing stories and experiences.

## **5. CONCLUSIONS AND IMPLICATIONS**

### **5.1 Conclusions**

This study looked into the opinions of lecturers at an Indonesian university regarding the use of L1 in ELT. The study investigated the views of Indonesian English teachers on the usage of L1 in language instruction and its roles in ELT classrooms. The findings demonstrated that lecturers' attitudes toward using L1 are positive and that it is a significant part of their

instruction. L1 makes complex ideas and subjects more understandable, reduces student anxiety, and fosters a relaxed learning atmosphere. However, participants also acknowledged the possible drawbacks of extensive L1 use, including student dependence on teacher translations, laziness, and demotivation. As a result, participants thoughtless L1 should be used in the classroom.

The viewpoints of teachers on the roles of L1 in the classroom were made clear by this study. The results demonstrated that the most prevalent purpose of L1 was to clarify complex terminology and grammatical rules. This primarily started because teachers were worried that if complicated courses were only taught in English, students wouldn't be able to understand them. L1 served as a tool to clarify and elucidate complicated learning materials. The second purpose of using L1 in the classroom was to provide instructions. When instructions were given in L1, the participants thought the learning process was more effective and efficient. Time was also saved by providing instructions using L1. Teachers interacting socially with students in the classroom by cracking jokes and exchanging life stories was the third purpose of L1 use. These were valuable ways to interact socially with pupils, foster positive relationships, and support learning.

This study has aided a long-standing discussion on first language use in ELT in understanding lecturers' perspectives on L1 use. The study has also provided insight into the little-studied subject of Indonesian English teachers' attitudes toward and actual use of L1 in ELT. Future research on language teaching, ELT, pedagogical methods of language teaching, and teachers' perspectives on language teaching, particularly in the Indonesian setting, can build on the findings of this study.

## **5.2 Implications**

As mentioned earlier, the study's findings offer lecturers' perspectives on employing L1 in instructional activities. Understanding the study's emerging conclusions may affect numerous individuals, including academicians, professional researchers, and English teachers. First, the findings can provide educators with information to support the thoughtful application of L1 in their teaching. Given the awareness of both the beneficial and negative uses of L1 in the classroom, teachers may want to reevaluate how they teach English in ELT classes. Furthermore, by using the results of this study, English teachers can gain more insight into the purposes and roles of first language acquisition. Secondly, this publication has the potential to inspire scholars to pursue further research using other approaches and viewpoints, particularly

within the Indonesian context. L1 implications in ELT learning have different factors and problems that might be looked at. Given that English teachers in Indonesia mostly utilize L1 when providing instruction in the classroom, the researchers may choose to delve deeper into topics about the responsible use of L1. Third, the study's findings show how lecturers feel about monolingual and bilingual teaching methods. These could raise teacher and student satisfaction with the quality of English language instruction and prompt academicians and numerous language institutes to reevaluate a potential pedagogical strategy.

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