

**AN ANALYSIS OF L1 USE IN ENGLISH AS A FOREIGN  
LANGUAGE (EFL) TEACHING: A CASE STUDY AT A  
JUNIOR HIGH SCHOOL IN KARANGANYAR**



**Submitted as Partial Fulfilment of The Requirements To Obtain The  
Master's Degree In English Education**

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

**2023**

**APPROVAL**

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**PUBLICATION ARTICLE**

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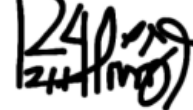
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The Researcher



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# **AN ANALYSIS OF L1 USE IN ENGLISH AS A FOREIGN LANGUAGE (EFL) TEACHING: A Case Study at a Junior High School in Karanganyar**

## **Abstrak**

Penelitian ini mempunyai tujuan untuk meneliti penggunaan Bahasa Indonesia pada pelajaran Bahasa Inggris sebagai Bahasa Asing di SMP N 2 Gondangrejo, Karanganyar. Pengumpulan data dilakukan dengan observasi kelas Bahasa Inggris, wawancara terhadap guru Bahasa Inggris dan membagikan kuesioner kepada 31 murid. Hasil menunjukkan bahwa tipe dari penggunaan Bahasa Indonesia adalah pengalihan kode dan pencampuran kode. Hasil kedua menunjukkan bahwa tujuan guru Bahasa Inggris menggunakan Bahasa Indonesia adalah untuk menyampaikan makna, menjelaskan kosakata baru, memberikan perintah, cek pemahaman, dan mengatur ruang kelas. Penemuan ketiga menunjukkan bahwa sikap murid terhadap guru Bahasa Inggris yang menggunakan Bahasa Indonesia adalah positive. Karena murid-murid setuju jika guru menyisipkan Bahasa Indonesia saat pelajaran Bahasa Inggris.

**Kata kunci:** penggunaan Bahasa Indonesia, tipe, tujuan guru, sikap murid.

## **Abstract**

This qualitative research has the purpose to investigate L1 use in English as a foreign language teaching in SMP N 2 Gondangrejo, Karanganyar. The data was collected by observation in English classroom, interview toward three English teachers, and distribution questionnaire for 31 students. The results showed that the types of L1 used by English teachers was consisted of code switching and code mixing. Second result showed that the teachers' purpose to use L1 in EFL teaching are: conveying meaning, explaining new words, giving instruction, checking comprehension, and classroom management. While third finding showed that the students' attitudes toward L1 used by English teachers is positive, because the students agree and feel happy if the English teachers inserted Indonesian in EFL teaching.

**Keywords:** L1 use, types, teachers' purpose, students' attitudes

## **1. INTRODUCTION**

Teaching English is a complex and complicated process involves many aspects such as teachers as the educator, learners as the receiver of knowledge and instructional materials. According to Somad and Tati (1996), "Teaching English to hearing impaired students is a bigger problem because syntactic structure of majority spoken language is different from the structure of sign language". Teaching English is further complicated process compared with other subjects and sometimes feeling boredom is experienced by the students in learning and teaching process. It is why a lot of teachers look for a way or method to avoid and

minimize all those problems. Hopefully, by using an appropriated method make the classroom situation and condition are fun and the students feel enjoy and easier to understand toward English subject.

One of the several methods which are often used many teachers in EFL classroom is by inserting L1. This method considered as the most effective and simple way that can resolve the problems faced in EFL teaching. Prince (1996) said students especially who are taught by inserting and using LI Indonesian in classroom, they receive many benefits and it can improve students' understanding toward the target language (English). Atkinson (1993) claims studying a language is very difficult and often make the students frustrated, especially students who have the low level in vocabularies. That is why teachers use method such as inserting LI to overcome those problems. For example, when the teacher asks to the students and there are no responses, it indicates that students haven't understood toward teacher instruction and this condition makes the teacher to use LI in their teaching of English.

### **1.1 L1 Use in EFL Teaching**

L1 use in EFL teaching is a common phenomenon that almost all teachers in EFL classroom apply it. Cook (2001) proposed four guidelines that can be used by teachers as the directive in using L1 in their EFL teaching. First is efficiency. Teachers alternate into L1 due to it may assist the students to comprehend the given explanations. Therefore, L1 use will assist the teachers to shorten the time in explaining the materials for students. Second is learning. Teachers apply L1 use when they are explaining the materials in learning process. Third guideline is naturalness. Students will be easier to comprehend the teachers' explanation if they use L1 rather than TL (English). By using both languages (L1 and TL), students' need will be achieved whether in or outside of classroom. Fourth is external relevance. By using both languages (L1 and TL) will assist the students to be successful people in their career, because they are able to master not only Indonesian but English also.

### **1.2 Types of L1 use in EFL teaching**

There are two types of LI use in EFL teaching, first is code switching and the second is code mixing.

### 1.2.1 Code Switching

According to Gal (1998) “Code switching is a conversational strategy used to establish, cross or destroy group boundaries, to create, evoke or change interpersonal relations with their rights and obligation”. Another expert, Poplack (1980) defines code switching is “a phenomenon that sentences of different languages appearing in a newly inserting composition must conform to the syntax and morphology of the original language”. From those definitions, it can be concluded that code switching is a phenomenon where the speaker uses two different languages or more when they are communicating with the surrounding environment. This phenomenon is often we meet in education environment such as in EFL classroom.

Researcher uses theory of Hamers and Blanc (2003) that proposed three types of code switching. They are extra-sentential code switching/tag switching, inter-sentential code switching, and intra-sentential code switching.

### 1.2.2 Code Mixing

A code is a style or a variety of language. Code switching and code mixing are the part of a code. Code mixing is an application of one language use into another language, or it is the mixing of one language and another language in a sentence. Code mixing is often found in bilingual or multilingual environment and the purpose of language use can't be separated obviously. According to Muysken (2000), code mixing is the grammatical and lexical item aspects found in a sentence and it is a natural and normal product that usually occurs in bilingual or multilingual society.

Another expert, Siregar (2016) said that,” Code mixing is a linguistic behavior of a bilingual speaker who imports words or phrases from one of his/her languages into the other one”. Wardhaugh (2006) asserted that code mixing happen when the speakers apply both languages and they substitute from one language into the other language in a single expression. There are some factors that cause code mixing phenomenon appear in a language, such as the topic, the speaker, the setting, the addressee, and environmental situation (Chaer:2010). Based on definition above, code mixing is a mix or transition from one language into the other one, whether words or phrases and it is often found in bilingual or

multilingual environment. Researcher uses theory of Suwito (1983), He classified code mixing into six types based on the structure of sentence.

### **1.3 Purposes of L1 Use in EFL Teaching**

Below explanations are about the purposes of L1 in EFL teaching that consisted of seven points.

#### **1.3.1 Giving Instruction**

Tang (2002) stated that teacher as the facilitator uses L1 for intermediate and beginning learners to give an instruction. Another definition from Cook (2001) cited by Zacharias (2002) declared that purpose of L1 use is beneficial to give an instruction in EFL class activities.

#### **1.3.2 Classroom Management**

Richard (1990) discovered that classroom management controlled by teachers refers to how the students' behavior, interaction and movement during a studying process. They are organized well to enable the teaching and learning process happen effectively. Fahmida (2007) declared that management of classroom is concerned at discipline maintenance by maintaining friendly relation in classroom.

#### **1.3.3 Decrease students' language anxiety**

Meyer (2008) stated that L1 use can decrease students' language anxiety toward teachers' explanation. Language anxiety is divided become three aspects: (1) communication apprehension (2) test anxiety (3) fear or worry about negative social evaluation.

#### **1.3.4 Explaining New Words**

L1 use gives advantages in explaining new words especially for young learners. Zacharias (2002) stated that L1 use can provide an accurate and a quick explanation and translation toward English words. If new words are defined into L2, there is no warranty whether students understand the teachers' explanation exactly or not.

#### **1.3.5 Giving feedback to the students**

By applying L1 use in English classroom, it will assist the teacher to provide feedback to the students. Manara (2007) declared that L1 is applied to provide the feedback toward the students. Giving feedback to the students by L1 is needed to



help and assist them to follow the studies. According to Hattie and Timpeley (2007) there are some kinds or types of feedback: (1) feedback related to the task; including error information whether it's incorrect or correct. (2) Feedback related to the self; including students' effort and achievement in learning and studying process.

#### 1.3.6 Conveying Meaning

Teachers in transferring the materials require L1 to deliver meaning of sentences or words. Franklin (1990) revealed that teacher applies L1 to convey sentence or word meaning which two languages have closely linked within our mind. Besides that, Cook (2001) defined that L1 use to deliver the meaning may be useful to assist teaching and learning process of English classroom.

#### 1.3.6 Checking Comprehension

Checking comprehension of student is really significant thing have to done in teaching and learning process. It is a way to know the students' comprehension or understanding toward the lesson or material. According to Sasson (2012) said that "checking comprehension is one of the hardest areas for a teacher to master but by breaking down teachers' expectations". By the lesson, teachers have to check the students comprehension whether they understand and give the attention toward teachers' material.

### **1.4 Nature of Attitudes**

Researcher explores more about notion of attitudes, Students' attitudes in language learning, types of students attitudes, and assessment of students' attitude.

#### 1.4.1 Students' Attitudes in Language Learning.

Attitude is an essential and important factor that influences students' language learning. According to Carnduff and Reid (2003) Attitudes are significant part for us because it doesn't be separated with learning. It has the meaning that attitudes and learning have the correlation that it can influence the learning process of language. In line with the theory above, Fakeye (2010) said that attitude problems of learners are about acknowledged that it becomes most significant factors that influence language learning. Therefore, it can be concluded that attitudes have the

relationship toward learning because it is as the internal factors can influence learning English especially in EFL classroom.

#### 1.4.2 Positive Attitude

Kara (2009) stated that positive attitude indicates the students into positive behaviour with their study materials by motivating them to study deeper and joining the study actively. Therefore, students who have positive attitudes, they have good behaviour, feeling and emotion toward the study. Abidin, et al (2012) revealed that there are some kinds of students who have positive attitudes, such as excited to receive new information, to solve the problems, to maintain the studying emotionally, and to apply the skills in their daily life.

#### 1.4.3 Negative Attitude

Tchekpassi (2013) stated negative attitudes are also said as the unfavorable or poor attitudes. It offers negative aspects for students' behaviour toward several objects. Examples of these attitudes such as discrimination or conflict, resistance toward the objects. Therefore, negative attitudes can influence bad behaviour, emotion and feeling of the students. From those definitions, researcher gets the point that students' attitudes are divided into two types, positive and negative attitudes. Positive attitudes bring the students into positive actions or behaviour and good achievement also in studying English language, while negative attitudes bring the students in negative behaviour and bad achievement in studying English language.

#### 1.4.4 Affective Component

According to Maio and Haddock (2010) stated that "affective component refers to the feelings that are linked to an attitude object". Attitudes can be influenced by feelings in some ways or manner variation. Several feelings are indirect and subtle, while another it can be direct and powerful. Through exposure is one of manners that can affect the feeling. Positive attitude can be raised by repeated exposure through certain stimulus. But frequent exposure also can make negative result such as boredom. According to Maio and Haddock (2010) "boredom could only happen when the stimuli are simple, presented many times, isolated from other, presented for long durations". Mood also can influence the Feeling. Maio and Haddock (2010) said that Positive mood delivers the energy for people to be

open minded related to the information or explanations that contradict toward their views, otherwise, negative mood gives someone' focus only at finding information which promote their previous attitude.

#### 1.4.4 Cognitive Component

According to Maio and Haddock (2010) revealed that “cognitive component refers to the beliefs or thoughts that are associated with an object”. Belief is a significant character in shaping an attitude. Belief is a significant form of an attitude toward variation of significant issue (Maio and Haddock:2010). They also explain that there are two forms which can replace someone' belief. They are information and messages. When new information is trusted or believed and new messages are received or accepted, this condition can change the belief. An attitude emerged, when the belief is replaced or changed.

#### 1.4.5 Behavioral Component

Maio and Haddock (2010) explained that “Behavioral component of attitudes refers to the past behavior or experiences regarding an attitude object”. They also said that behavioral information can create an attitude. There are many factors that can influence behavioral, such as habits, social norms, random events, and requests created by us. All of them can affect how people think and influence following attitudes. Maio and Haddock (2010) also stated that activities of role play and new members can influence behavioral components. For example, about activities of role play, students who given a chance by teachers to explore or investigate by themselves, it will be beneficial in forming positive attitude compared with the students only sit on her chairs passively and accept the information. Second is about new members will convince and promote another member to prevent bad behavior.

## **2. METHOD**

Researcher explained more about research type, time and place of research, research object and subject, data and data source of research, collecting data technique, and analysis data technique.

### 2.1 Research Type

This study used qualitative method with case study approach. Sugiyono (2015) stated that qualitative research is a research with a post-positivism philosophy as a

basis which is used to conduct research on natural objects with the researcher acting as an instrument. More explanation fromutama (2019) revealed that qualitative research is a research that focused on the understanding of meaning, descriptions, processes, utilizing and interpreting multi-methods in conducting research.

## 2.2 Research Object

Sugiyono (2017) stated the research object is a research aim used to get the data with a specific purpose about something objectively valid and reliable. The research object of this study was types, purposes, and students' attitudes of L1 use in EFL teaching at first grade of Junior High 02 in Karanganyar.

## 2.3 Research Subject

Research subjects of this research were three English teachers as the source data to answer first and second questions and thirty-one students of seventh grade in Junior High School 02 in Karanganyar to answer third question.

## 2.4 Collecting Data Technique

Technique of collecting data is the most important part in a research because the purpose of a research is collecting data (Sugiyono,2012). Data of this study were collected by triangulated instruments. They were class observation, teachers' and students' interview and distributing open-ended questionnaires. The collecting data hopefully could give an answer of each question and to get the reliable data.

## 2.5 Analysis Data Technique

Technique of analysis data is a process of searching the data, compiling systematically from the data obtained based on the results of interviews, field notes and documentation (Sugiyono, 2012). Technique of analysis data from this research is analysis technique from Krippendorff (2004) as follows: (1) unitizing (collecting the data) (2) sampling (sample determination) (3) recording (4) reducing (5) inferring (conclusion) (6) narrating.

# 3. RESULT AND DISCUSSION

## 3.1 There Are Two Types Of L1 Used By The English Teachers In EFL Teaching: Code Switching And Code Mixing.

Table 1. Types of Code Switching

No	Types of Code Switching	Example	Number of Data
<b>1.</b>	<b>Inter-Sentential Code Switching (IECS)</b>		<b>31</b>
	- Sentence / clause	Experience is the best teacher, <i>pengalaman adalah guru yang terbaik (IECS).</i>	<b>31</b>
<b>2</b>	<b>Tag Code Switching (TCS)</b>		<b>25</b>
	a. Ya	<i>Ya</i> , orientation and series of event! (TCS).	11
	b. Nah	<i>Nah</i> , teacher and students determine <i>apah</i> the final time for uploading the video (TCS).	3
	c. Yah	Using conjunction, <i>Yah...</i> So, our material is still about the procedure of manual. (TCS).	2
	d. Apah	<i>Nah</i> teacher and students determine <i>apah</i> the final time for uploading the video (TCS).	2
	e. Apa	Ok, who want to be the first? First <i>apa</i> first? (TCS)	2
	f. Apa itu	We can realize that we are only a human. <i>Apa itu?</i> Only a human(TCS)	2
	g. Iya	<i>Iya</i> , thirty minutes. Tiga puluh menit. (TCS).	1
	h. Oh	<i>Oh</i> , is there any difficulties, Difficult <i>apa</i> difficult? (TCS).	1
	i. Oo ya	Next performer please. Who want to present the video? <i>Oo ya</i> , Putri. Silahkan Putri! (TCS).	1
<b>3</b>	<b>Intra-Sentential Code Switching</b>		<b>16</b>
	a. Phrase	<i>kalau kelompok satu?</i> How many percent in completing the video? (IACS)	10
	b. Word	Good job! Next question, what is the purpose? <i>Tujuan</i> recount text. (IACS)	6

Code-switching is a phenomenon in which sentences from different languages appearing in a newly inserted composition and it must conform to the morphology

and syntax of the original language (Poplack: 1980). Hamers and Blanc (2003) classified type of code switching into three types, they are: tag-switching, inter-sentential code switching and intra-sentential code switching.

Based on the research finding, the researcher found all the types of code switching, such as tag-switching, inter-sentential code switching and intra-sentential code switching. The researcher found 31 number data of inter-sentential switching, 25 number data of tag-switching and 16 data of intra-sentential code switching.

Table 2. Types of Code Mixing

No	Types of Code Mixing	Example Data	Number of Data
1.	Phrase Insertion	Ok. <i>kalau kelompok satu?</i> How many percent in completing the video?. (English: first group)	6
2	Hibrid Insertion	Ya, Ok silahkan dikerjakan soal yang sudah <i>di-share</i> .	6
3	Word Insertion	Someone's holiday experience, <i>Setuju?</i> (English:agree)	5
4	Clause Insertion	Ok, students <i>kita absen dulu ya</i> .	4
5	Repetition Insertion	What tense we use? Tenses-nya apa? <i>Bareng-bareng</i> .	2

Wardhaugh (2006) asserted that code mixing happens when the speakers apply both languages and they substitute from one language into the other language in a single expression. According to Suwito (1983), He classified code mixing into six types based on the structure of sentence. They are: Word Insertion (WI), Phrase Insertion (PI), Hybrid Insertion (HI), Repetition Insertion (RI), Idiom Insertion (II), and Clause Insertion (CI).

Based on the research finding, the researcher found 5 types of code mixing, they are: WI, PI, HI, RI and CI. The researcher does not find the Idiom Insertion (II). The most frequently used data is Phrase Insertion and Hibrid Insertion, each

of them are consisted of 6 data. The third is Word Insertion (5 data), fourth is Clause Insertion (4 data), and the last is repetition insertion (2 data).

### 3.2 Teachers' Purposes in Using L1 in EFL Teaching.

Table 3. Teachers' Purposes of L1 Use in EFL Teaching

No	Teachers' purposes	Example Data	Number of Data
1	Conveying meaning	"Ok, before we are going to our material today. I will ask you. What was our material last week? <i>Materi apa? Kita materinya sampai mana minggu lalu? (CM)</i> "	5
2	Explaining new words	Explain <i>menjelaskan</i> to the reader <i>pembaca</i> or listener <i>pendengar</i> how to make or do something with sequence of state <i>cara menggunakan sesuatu dengan langkah-langkah (ENW)</i> .	4
3	Giving instruction	I will give you a project to make video how to use something? how to make something? <i>Ya? Jadi, nanti hari ini materinya masih berkaitan dengan "Procedure text of Manual". Jadi, nanti kalian apa tugasnya nanti? Kalian harus membuat .....?(GI)</i>	3
4	Checking comprehension	Do you understand with this sentence here? <i>Paham? Ngerti tidak?(CM)</i>	2
5	Classroom management	"Have you sat with your group? <i>Sudah duduk Bersama kelompoknya</i> "(CRM)	1

Based on the observation and interview toward the English teachers, the researcher found 5 purposes of L1 used by English teachers during the teaching process in English classrom, they are: conveying meaning (CM), explaining new words (ENW), Giving instruction (GI), checking comprehension (CC), and classroom management (CRM).

The research finding of teachers' purposes toward L1 is in line with the previous research from Anggraeni (2012) which said the teachers' purposes is to give instruction, to manage the classroom, to reduce language anxiety, to explain new words, to give feedback to students, to convey meaning, and to check comprehension., but it is not in line with Inal and Turhanli (2019) which said that the purpose of teachers' purpose is explaining new vocabulary, clarifying difficult concepts, solving disciplinary problems and teaching grammar. It is in line because the research subjects are the English teachers for kindergarten and junior high school who have the low English competencies. While the finding is not in line with Inal and Turhanli because the research subject is the English teachers for university level.

### 3.3 Students' Attitudes Toward L1 Used by the English Teachers

Table 4. Students' Attitude toward L1 Used by English Teachers

No	Components	Description	Students' Attitude
1	Affective (Feeling)	a. Students feel easy to understand the materials if English teachers inserted Indonesian in EFL teaching.	Positive
		b. Students prefer and agree if English teachers inserted Indonesian in EFL teaching.	Positive
		c. Students feel happy if English teachers inserted Indonesian in EFL teaching.	Positive
		d. Students do not like and feel confused if English teachers use full English in EFL teaching.	Negative
2	Cognitive (Belief and Thought)	a. Students belief if English teachers inserted Indonesian in EFL teaching can increase their knowledge, insight and information.	Positive
		b. Students belief if English teachers inserted Indonesian in EFL teaching can expand their mindset.	Positive



		c. Students belief if English teachers inserted Indonesian in EFL teaching is not the barrier for students to learn English	Positive
		d. Students belief if English teachers inserted Indonesian in EFL teaching is important and useful	Positive
3	Behavioural Components	a. Students look for in English dictionary if they found new vocabularies	Positive
		b. Students carry English dictionary in EFL teaching	Positive

According to Maio and Haddock (2010) “affective component refers to the feelings that are linked to an attitude object”. Based on the research finding, students’ attitudes toward L1 used by English teachers based on the affective component is positive. According to Maio and Haddock (2010) revealed that “cognitive component refers to the beliefs or thoughts that are associated with an object”. Based on the cognitive component, students’ attitude is positive. Maio and Haddock (2010) explained that “Behavioral component of attitudes refers to the past behavior or experiences regarding an attitude object”. Based on the behavior component, students’ attitude is positive.

Based on the research finding and discussion related to students’ attitudes toward L1 use in EFL teaching, the finding is in line with the previous studies from Hasrina, et al., (2018), and Mouhanna (2009). Students feel helpful if English teachers use L1 to understand the English lessons and increase students’ motivation to learn English. Compared to level 3 students, level 1 students expressed more support for the usage of L1. Secondary school students’ experiences with learning English revealed that teachers greatly favored the usage of L1 in their ESL instruction. Most students perceived potential advantages in using their own language for learning, with level one students showing higher support than level three students.

While the finding is not in line with the previous studies from Bakhtiarvand, et al., (2013), and Almohaimed and Almurshed (2018). Students in third grade at high school were in favour of L2 dominance in their English classrooms but

opposed the overuse of Persian (L1) in Iranian educational settings. The excessive usage of L1 in L2 classes may make pupils unhappy. A negative attitude exists among advanced students about the usage of L1 in their English classes.

#### **4. CONCLUSION**

Research findings show that: (1) L1 used by the teachers in EFL teaching based on the code switching, there are three kinds: tag-switching, inter-sentential code switching, and intra-sentential code switching. While based on the code mixing, there are word insertion, phrase insertion, hybrid insertion, repetition insertion, and clause insertion. (2) purposes of teachers use L1 in EFL teaching are: giving instruction, classroom management, explaining new words, conveying meaning, and checking comprehension. (3) Students' attitudes toward L1 used by teachers is positive because most of them prefer if the teachers inserted Indonesian language in the teaching and learning process in English classroom rather than use English fully.

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