

# CHAPTER I

## BACKGROUND OF STUDY

### A. Background of Study

When an individual is spontaneously speaking, it is not uncommon for them to employ a distinct or technical language. Moreover, it is not unheard of for deliberate actions to be taken with the intention of attaining particular educational aims. Therefore, according to Richards and Rodgers (2014), language teaching is a pedagogical paradigm that emphasizes the significance of meaning in education. This interpretation is based on the observation that child language learning occurs in the context of the development of a child's language skills. And as a consequence, more recent developments like globalization, the rise of the internet, and the further spread of the English language across the world have resulted in a re-evaluation of the standards and methods for teaching languages. This is because the English language is now the most widely spoken in the world.

As the English language is widely used and taught in schools, not to mention that the majority of Indonesian students have learnt English since elementary school, it is safe to assume that the majority of Indonesian students are proficient in English. However, since there is a language gap, English teachers in Indonesia had to utilize their native tongue, *Bahasa Indonesia* or Javanese Language, to present the materials and when instructing throughout the teaching process. This phenomenon occurs because the importance of learners' first language (L1) in second language (L2) instruction has been re-evaluated after years of being undervalued by communicative techniques that supported L2-only instruction (Wach & Monroy, 2020). Although this strategy is still being contested, it is undeniable that the usage of L1 is of great assistance to teacher in EFL class.

The fact that students' English comprehension improves as a result of the use of L1 as a teaching tool is one of the key motivating factors for the widespread practice. The usage of the students' L1 language is seen to have the potential to improve their abilities in other languages. Furthermore, (Jaekel et al., 2019) draws emphasis to their findings by illustrating the benefits of learning two or more languages, such as employment-related inhibition. As a result, language may be

thought of as a form of comprehensive system that aids the negotiation of bilingual applications for the goal of communication.

Switching and mixing are both possible applications for L1, which can be used. The practice of code switching can be applied as a legitimate instructional approach (Siddiq et al., 2020). The use of code switching may be the outcome of linguistic variety among a group of people who speak more than one language, such as a community of bilingual or multilingual speakers. Teachers who are fluent in both English and another language are able to communicate effectively with their students regardless of the language they are speaking. This is especially true for English teachers, who can transition from one language to the other in a variety of ways, including deliberately, spontaneously, or through direct translation. Nevertheless, code-mixing and code-switching are not only a matter of merging two distinct languages; speakers also need to gain an in-depth awareness of both languages as well as the norms of communication that are expected across cultural boundaries.

The researcher has come to the conclusion that it would be beneficial to investigate the interactions that exist between students and teachers in junior high school and high school who are taking part in an internship program. The number of times that teacher training students in teacher education switched or mixed L1 while delivering materials in EFL teaching will be tallied and studied with the use of theories pertaining to code-switching and code-mixing. The purpose of this study is to determine the many ways in which L1 and L2 classes mix and switch languages, as well as the reasoning for the usage of L1 in EFL classrooms. The primary objective of conducting behavioural assessments on teacher training student who are preparing to become teachers is to get insight into how these individuals react when placed in simulated teaching environments.

The phenomenon found in internship program's video as the following examples used by teacher training students.

**Teacher:** what is subject? *Apa itu subject dalam Bahasa Inggris?*

**Students:** *pelaku*

According to the dialogue, the students in the teacher training program inquired about the meaning of the word "subject" when it is used in an English language

classroom and how the students in the teacher training program assist the students by translating the sentence in order to make it simpler for the students to understand and respond to the question. In the meanwhile, an inter-sentential form of CS may be found in this conversation.

**Teacher:** okay. Then to-be *nya* we?

**Students:** are

During the second dialogue, students in the teacher training program posed the question, "What is the to-be for subject 'we'". Teacher questioned students about how far their comprehension extended towards the content that was being presented at that very moment by swapping the tags in the phrase.

**Teacher:** she is ... girl, *kalau* she *pakai apa*?

**Students:** she is a beautiful girl, Miss!

During this conversation, the teacher polled the class by asking each student to submit an adverbial complement to the statement, "She is a girl." In addition, the intra-sentential form of CS is utilized while this conversation is taking place.

To all intents and purposes, a significant amount of study has been conducted to understand more about the utilization of L1 in EFL teaching. Numerous scholarly inquiries have delved into the perceptions of teachers and students with respect to the employment of L1 in the EFL classroom. Among them are studies conducted by Patmasari & Kamaruddin (2022), Leoanak & Amalo (2018), Masoumi & Paramasivam (2021), and Al-Amir (2017). Furthermore, Iswati & Hadimulyono (2018) and Agustin et al., (2015) have highlighted the role of L1 use in EFL classrooms. Additionally, a multitude of research efforts have aimed to ascertain the varieties of L1 utilized in EFL classrooms, as seen in the studies reviewed by Nurhayati (2014), Fauziati et al., (2020), and Rahmat (2020). Apart from studies that scrutinize the types of L1 employed in the EFL classroom, there exist other research endeavours that investigate the amount of L1 utilized. Examples of such research include Bozorgian & Fallahpour (2015) and Kohi & Lakshmi (2020). While Sali (2014) examines how teachers employ L1 in EFL classes, Galali & Cinkara (2017) concentrate on the impact of L1, Hatam et al., (2015) explore students' viewpoints on L1 use, and Sundari & Febriyanti (2021) investigate teachers' perspectives and practices regarding L1 use in the EFL classroom.

Subsequently, the researcher is accountable for overseeing the investigation of the L1 utilized in the internship program video by the teacher training students of the Department of English Education.

## **B. Research Questions**

Researchers formulated the problem question based on the L1 Use in EFL teaching by teacher training students in internship program and the following statements:

1. How is the realization of L1 use in EFL teaching by teacher training students?
2. What are the purposes of language code used in EFL teaching by teacher training students?

## **C. Objective of the Study**

Based on the problem that as already stated above, researchers have objectives of the study of some theories like Poplack, Muysken, and Jingxia in L1 use in EFL teaching by teacher training students in internship program. The components of the theory are:

1. The realization of teacher training students' utterance that contained L1 uttered in EFL teaching during Internship program.
2. The purpose of the application of language code that contained L1 that uttered in EFL teaching during Internship program.

## **D. Benefits of the Study**

Researcher expect the benefits from this study as follows:

### **a. Theoretical Benefits**

The theoretical benefits of this research are in its potential to contribute to the improvement of language teaching practices by shedding light on the role of the learners' first language in the process of learning a foreign language. The research can provide insights into the effectiveness of L1 use in EFL teaching and identify the possible ways in which L1 can be integrated into the classroom to facilitate language learning. The findings of the research can inform language teachers and curriculum designers about the potential benefits and limitations of L1 use in EFL

teaching and can help them make informed decisions regarding the use of L1 in their instructional practices.

**b. Practical Benefits**

The practical benefits of this research are this research can lead to the development of more effective language teaching practices that take into account the learners' first language and promote their language learning outcomes. The findings of the research can provide practical insights into the most effective ways of incorporating L1 into EFL teaching, such as using L1 strategically to clarify difficult concepts, providing bilingual instructions, or allowing for L1-based peer interactions. Another benefit of this research, language teacher, especially English language teacher could incorporate these strategies into their teaching practices and adapting them to the specific needs of their learners.