

## **L1 USE IN EFL TEACHING: A CASE STUDY OF TEACHER TRAINING STUDENT IN INTERNSHIP PROGRAM**

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### **Abstrak**

Pengajaran bahasa seringkali melibatkan bahasa teknis. Di era globalisasi dan penyebaran bahasa Inggris secara luas, pengajaran bahasa yang berfokus pada makna dipengaruhi oleh fenomena tersebut. Di Indonesia, guru-guru bahasa Inggris menggunakan bahasa pertama siswa (L1) untuk menjembatani kesenjangan bahasa, meningkatkan pemahaman, dan memfasilitasi komunikasi dwibahasa. Penelitian ini bertujuan untuk (1) mengeksplorasi penggunaan L1 oleh mahasiswa pendidikan guru dalam pengajaran bahasa Inggris sebagai bahasa asing selama magang, dan (2) mengidentifikasi tujuan penggunaan L1 tersebut. Melalui pendekatan kualitatif, data dikumpulkan dari 17 mahasiswa pendidikan guru melalui observasi dan pencatatan ujaran yang mengandung L1. Analisis data menunjukkan adanya variasi dalam alih bahasa dan campur bahasa. Pergantian antar-kalimat merupakan jenis yang paling umum, diikuti oleh pergantian intra-kalimat, pergantian tag, penyisipan dan peralihan, serta leksikalisasi yang kongruen. Dari 79 contoh yang dianalisis, telah diidentifikasi lima tujuan penggunaan L1, seperti penjelasan tata bahasa dan bantuan pemahaman siswa. Implikasi dari penelitian ini adalah penggunaan L1 tidak dapat dihindari, tetapi sebaiknya diminimalkan agar dapat meningkatkan keterlibatan dan partisipasi aktif dalam pembelajaran bahasa Inggris. Meskipun demikian, penggabungan L1 dalam pengajaran bahasa kedua (L2) tetap penting, karena dapat meningkatkan pemahaman dan pembelajaran bahasa Inggris dalam konteks pendidikan bahasa Inggris sebagai bahasa asing melalui pergantian kode dan percampuran kode.

**Kata kunci:** penggunaan L1, pengajaran Bahasa Inggris, realisasi, tujuan

### **Abstract**

Spontaneous speech often includes technical language. Language teaching emphasizes meaning influenced by globalization and English's global spread. In Indonesia, English teachers use students' first language (L1) to bridge the language gap, improving comprehension and facilitating bilingual communication. This study aimed to (1) discover the realization of L1 used by teacher training students in EFL teaching during internships, and (2) identify the purpose of the use of L1. This qualitative research collected data from 17 teacher training students by collecting the utterances contained L1 using documentation technique through observation and taking mental note. The data then analysed using Poplack's (1980) code-switching kinds, Musyken's (2000) code-mixing types, and Jingxia's (2010) theories on L1 use in EFL teaching purposes. The analysis of these 79 instances showed diverse code-switching and code-mixing types. Inter-sentential switching accounted for 41.7%, followed by intra-sentential switching (21.5%), tag-switching (11.3%), insertion and alternation (10.1%), and congruent-lexicalization (5.06%). Five purposes for L1 use were identified, including grammar explanation and student comprehension assistance. While L1 use is inevitable, minimizing its frequency is recommended to foster English language engagement and active participation in language learning.

**Key words:** L1 use, EFL Teaching, Realization, Purpose.

## **1. INTRODUCTION**

Individuals frequently employ specific or specialized vocabulary during spontaneous speaking. Deliberate activities may also be conducted for educational objectives. According to Richards & Rodgers (2014), language instruction, as a pedagogical paradigm, stresses the relevance of meaning in education. This viewpoint originates from the fact that children learn linguistic abilities as part of their total development. As a result, modern developments such as globalization, the internet, and the expansion of English have forced a re-evaluation of language education standards and methodologies, since English has become the most commonly spoken language on the planet.

The prevalence of English usage and instruction in Indonesian schools suggests that most students are proficient in English. However, language barriers often prompt English teachers to use their native language, such as Bahasa Indonesia or Javanese, for presenting materials and instructions. This reliance on the native language (L1) in English teaching reflects a reassessment of the role of L1 in second language (L2) instruction, which has historically been undervalued in favour of exclusive L2 communication strategies. Despite ongoing debates, the importance of L1 for English as a foreign language (EFL) teachers should not be underestimated.

The utilization of L1 in education is valued for its positive impact on students' English comprehension and potential benefits for learning other languages (Jaekel et al., 2019). Language is seen as a comprehensive system that facilitates bilingual communication objectives, allowing for code swapping as a viable teaching strategy (Siddiq et al., 2020). Bilingual teachers proficient in both English and another language can effectively engage with students, transcending language barriers and cultural norms through code switching and mixing.

The purpose of this study is to investigate the many ways in which L1 and L2 are mixed and swapped in language courses, as well as the reasons behind the usage of L1 in EFL contexts. Conducting behavioural evaluations on teacher training students who are preparing to become teachers can give insight into how they respond when put in simulated teaching contexts.

Code-switching as stated by Wardhaugh & Fuller (2015) is the pervasiveness of the phenomena that has resulted in the formation of a distinct language known as

"interpersonal communication language," which is based on rules and principles guiding interpersonal communication. Whilst code-mixing as described by Mabule (2015) as incorporating the grammar of two languages into the primary language without changing the grammar of the primary language.

Several studies have explored the utilization of L1 in EFL instruction. Patmasari & Kamaruddin (2022) conducted a study from both instructors' and students' perspectives and found that teachers often switch languages for specific purposes, with students generally having positive attitudes towards this practice. Al-Amir (2017) emphasized the significance of L1 in EFL classrooms, with the majority of teachers supporting its use. Agustin et al. (2015) investigated the use of students' L1 in intensive English classrooms and revealed that the main reason for its usage was influenced by students' English proficiency levels. Nurhayati (2014), Fauziati et al. (2020), and Rahmat (2020) have also explored various forms of L1 employed in EFL courses. Additionally, Bozorgian & Fallahpour (2015) and Kohi & Lakshmi G (2020) assessed the extent of L1 usage and its purposes in EFL courses. Sali (2014) conducted research on instructors' and students' perspectives and practices in EFL classes, while Galali & Cinkara (2017) determined that L1 had a minor positive impact on teaching and learning EFL.

The intent of this study is to investigate the novelty of L1 usage in English language instruction, with a focus on teacher education students with little prior teaching experience. The focus of this study was to (1) observed the realization of L1 used in EFL teaching, and (2) investigated the purpose behind the application of L1 uttered by teacher training students.

## **2. METHOD**

This study employed a qualitative technique to explore the realization and purpose of L1 use in EFL teaching. Qualitative research, according to Locke et al., (2007) cited by Creswell & Creswell (2009), is the interpretative nature of qualitative research necessitates the researcher and deep contact with participants throughout the study process, this raises strategic, ethical, and personal issues. A case study was carried out to analyse a specific phenomenon in depth, concentrating on people or groups.

This study analyzed video recordings of teacher education students during their internship program, specifically focusing on their spoken language, including instances of L1 usage. The data was collected through a documentation technique, which involves

analyzing qualitative research to determine meaning. The analysis involved the following steps: (1) Reviewing the PLP 2 course video from the Department of English Education. (2) Identifying and documenting the occurrences and intentions behind L1 usage in the video. (3) Categorizing the 79 data points according to theories of code-switching, code-mixing, and L1 usage in EFL teaching.

The data taken then was analysed applying interactive model that involved four stages which are data collection, data presentation, data condensation, and conclusion. The data was categorized according to the realization and purpose of L1 usage in EFL instruction, using Poplack's (1980) code-switching theory (tag-switching, inter-sentential switching, and intra-sentential switching) and Muysken's (2000) code-mixing theory (insertion, alternation, and congruent-lexicalization). Finally, the purpose of L1 usage was determined using Jingxia's (2010) framework.

### **3. RESULT AND DISCUSSION**

This section examined the study's findings in regard to the problem statement. The issue statement was divided into two parts: (1) the realization of L1 use in EFL teaching, which was based on Poplack's (1980) code-switching theory and Muysken's (2000) code-mixing theory, and (2) the goal of L1 use in EFL teaching, which was based on Jingxia's (2010) framework.

#### **3.1 Realization of L1 Use in EFL Teaching**

The realization of L1 use in EFL teaching occurred in two types of realization which are code-switching and code-mixing. From 79 utterances gathered, 59 of them were classified as code-switching and 20 of them were classified as code-mixing.

##### **3.1.1 Code-Switching**

Poplack's (1980) code-switching theory was used in this study to categorize occurrences of L1 usage in EFL instruction into three categories: tag-switching, inter-sentential switching, and intra-sentential switching. There were 9 cases of tag-switching, 33 instances of inter-sentential switching, and 17 instances of intra-sentential switching discovered during the investigation.

##### **1) Tag Switching**

The first instances of realization types were identified through tag-switching, which involves incorporating certain tags or fixed words into phrases. This research produced three different tags: "**nya**," "**ya**," and "**oke**." Each tag has its own usage and meaning.

In the statement "That's how to make an omelet, **ya**," (CSTS001) for example, the tag "**ya**" is used to end the sentence after the instructor has explained the components, rather than its literal meaning of "yes". "**Oke**, I have written the language features of narrative text" (CSTS004) showed the tag "**oke**" which translated as okay used at the beginning at sentence to get students' attention before continued talking in L2.

Other excerpts of tag-switching are below:

- (1) *Oke*, then what is the functions?" (CSTS003)
- (2) "*Oke*, then the next ..." (CSTS005)
- (3) "To-be *nya* they?" (CSTS009)

## 2) Inter-sentential Switching

Inter-sentential switching was the second sort of realization seen in this investigation. This refers to occasions in which one clause or sentence was spoken in English as the first language, followed by a clause or sentence in Bahasa Indonesia as the second language. According to the findings, this alternating pattern assisted pupils in better understanding the content being taught. For instance, "So today, we're going to learn about Modal Auxiliary. *Ada yang tau ga itu apa?*" (CSIE001) enquired about the students' understanding of the modal auxiliary topic. Inter-sentential switching was also employed to convey specific messages for classroom management, as evidenced by phrases like "*Ayo ikutin bareng bareng!*" "Please repeat after me!" (CSIE007) this instance of switching was used to engage and motivate pupils.

Other excerpts of inter-sentential switching are below:

- (1) "Let me introduce myself first. *Saya akan memperkenalkan diri terlebih dahulu*" (CSIE003)
- (2) "So, agreement used to inform what? *Untuk memastikan apa?*" (CSIE006)
- (3) "Today's lesson is narrative text, anyone still remember? *Ada yang ingat?*" (CSIE018)

## 3) Intra-sentential Switching

The third sort of realization identified in this investigation was intra-sentential switching. This type of switching included going from using L2 in one clause to using L1 in the next. This phenomenon may have developed as a result of the speaker's difficulty in successfully expressing the information. For example, the phrase "*Jadi kalimat yang mengandung* purpose *itu*, you can see the expression right here" (CSIA07) highlighted the difficulty in moving between L1 and L2. As the speaker, the

teacher used L1 and L2 to offer a more thorough explanation of the content. Or on the sentence “Then if you see any trash, you pick them up *terus dibuang ke tempat sampah*” (CSIA011) that teacher use to explain what students’ should do if they see any trash around them by applying L2 at the first, then continued in L1 to underlined the purpose of the whole sentence.

Other excerpts of intra-sentential switching are below:

- (1) “What does separate means, *apa artinya* separate?” (CSIA013)
- (2) “Before we start our lesson today, please *mas Raihan untuk pimpin doa hari ini*” (CSIA014)
- (3) “*Jadi disini* there are two kinds of procedure text.” (CSIA09)

### 3.1.2 Code-Mixing

The detected occurrences of L1 usage may be categorized into three types using Muysken's (2000) code-mixing theory: insertion, alternation, and congruent-lexicalization. The data analysis found eight cases of insertion, eight instances of alternation, and four instances of congruent-lexicalization.

#### 1) Insertion

The presence of insertion as the fourth realization kind was indicated by the outcomes of this investigation. Insertion entailed adding particular tag or fixed words from the target language's L1 or L2. For example, the findings revealed that insertion was used to improve pupils' comprehension of the desired content. Insertion was shown in the phrase “*Jadi*, what is the purpose of the video?” (CMIN004) where the word “*jadi*” (meaning “so”) was introduced to help students’ understand the video's objective. Meanwhile on the sentence “Which one is *ekspresi* gratitude?” (CMIN008), the teacher inserted the word “**ekspresi**” (means expression) to inquired students’ comprehension about the question related to the learning.

Other excerpts of insertion are below:

- (1) “*Yang pertama ada* gratitude” (CMIN007)
- (2) “*Sedangkan* purpose is an expression used to state the purpose of something.” (CMIN002)
- (3) “*Kalau* manual use materials, then *kalau* recipe use ingredients” (CMIN006)

#### 2) Alternation

The fifth realization type revealed in the study was the occurrence of alternation. The toggling between L1 and L2 during dialogues is referred to as alternation. For example,

consider the sentence “**Jadi** agreement *untuk memberitahu* if we agree some opinion or fact, *atau fakta, atau tujuan* or purpose” (CMAN002) as teacher explaining about a material by alternating between L1 and L2 in one sentence. Meanwhile, the sentence "Hey, **ayo fokus!** Everyone pays attention!" (CMAN003) demonstrates how the speaker switched between L2 and L1 to attract the students' attention.

Other excerpts of alternation are below:

(1) “Does anything clear here? can you see *yang di depan?*” (CMAN007)

(2) “So, possessive adjective from “they” *apa?*” (CMAN006)

(3) “Does anyone remember *apa itu To-be?*” (CMAN001)

### 3) Congruent-Lexicalization

The research revealed six forms of realization, including congruent-lexicalization. However, the prevalence of this kind was restricted, accounting for fewer than 5% of all cases. This low frequency can be due to the fact that good congruent-lexicalization requires a high level of expertise in both languages. For example, on the utterance “**Jadi**, intention *itu artinya niat*” (CMCL001) where teacher added the word “intention”. Teacher employed code-mixing by slipping the English word "intention" into the statement, which correlated to the word "**tujuan**" in Bahasa Indonesia.

## 3.2 Purpose of L1 Use in EFL Teaching

The purpose of this study was to look at the roles of L1 employed by teacher training students during their second internship, notably PLP II, in the context of EFL teaching. The goal was to investigate the many applications of L1. The researcher used Jingxia's theory to categorize the roles of code-switching, which discovered five unique goals. These goals included grammatical clarification, classroom management, displaying empathy, interpreting difficult words, and assisting student comprehension.

### 3.2.1 To Explain Grammar

In language learning, particularly in the context of English, grammar plays a crucial role. Explaining grammar concepts in the classroom often involves the use of L1, the students' first language. This approach is employed to facilitate efficient and easy comprehension of grammar among students. For example, the utterance “Language features *itu unsur kebahasaan*” (CSIA010) showed how teacher explained about certain language features by translating the meaning of its first to help students understand easily.

### 3.2.2 To Manage Classroom

By using L1, teachers may effectively communicate their expectations to pupils and keep greater control over the class. Furthermore, using L1 minimizes possible language barriers, allowing for easier communication and increased student involvement. The intentional use of L1 in the classroom enhances successful teaching and learning by maximizing instructional time and promoting efficient language understanding for both teachers and students. For example, “Before we start our lesson today, let’s pray together. *Ayo berdoa dulu*” (CSIE016) are the utterance that depicted how is used to help teacher managing classroom by asking the students to begin their morning prayers before starting the lesson.

### 3.2.3 To Index Stance of Empathy

In the teaching context, students feel more valued and appreciated when the teacher expresses their appreciation using L1, although they can still comprehend when L2 is used. However, the use of L1 has a stronger impact in terms of empathy and emotional connection when it comes to showing appreciation. “Good! This is for you. *Ini buat kamu*. Thank you for answering the question” (CSIE020) were the example on how L1 is used to increase connection between student and teacher. By giving a short compliment could help student feel valued, especially when its uttered in L1 which the language they often use as daily.

### 3.2.4 To Translate Unknown Vocabulary

Acquiring new vocabulary is critical in foreign language acquisition. As each student have different level of cognitive, thus by helping them to translate every unknown vocabulary are not only help the high-level student but also help the low-level student to understand more about L2. For example, the utterance “*Jadi, intention itu artinya niat*” (CMCL001), “So, announcement *itu artinya pengumuman*” (CSIA002), and “*Jadi, intention itu artinya niat*” (CMCL001) are used to translate some unknown words that students are not familiar with.

### 3.2.5 To Help Student Understanding

The use of L1 can greatly assist teachers in enhancing student comprehension. L1 is predominantly employed during grammar and vocabulary discussions, where it proves to be beneficial in clarifying concepts and aiding student comprehension. For example, “*Jadi disini* there are two kinds of procedure text,” (CSIA09) are utterance that used L1



“*jadi disini*” which refers to the two kinds of procedure text. By applying L1 as way to referring the L2 could help student to comprehend the question well.

### **3.3 Discussion**

The discussion divided into two parts based on the following findings, the realization of L1 and the purpose of L1 use in EFL teaching uttered by teacher training student during the second internship (PLP).

#### **3.3.1 Realization of L1 Use in EFL Teaching**

The investigation identified two types of language use in the participants' L1: code-switching (tag-switching, inter-sentential switching, and intra-sentential switching) and code-mixing (insertion, alternation, and congruent-lexicalization). These findings aligned with previous research by Fauziati, et al., (2020) and Rahmat (2020), confirming the theories of Poplack (1980) and Muysken (2000).

There were discrepancies between the result of current study and the result of prior studies by Fauziati, et al., (2020) and Rahmat (2020). In code-mixing situations, there were frequency differences, with Rahmat (2020) reporting 21 incidences compared to the current study's 8 instances. These disparities are most likely explained by participant differences. Furthermore, in the study Fauziati, et al., (2020), which included experienced English instructors, changes in the form and aim of code-switching statements were noted, whereas the current study focused on young teachers with less experience.

#### **3.3.2 Purpose of L1 Use in EFL Teaching**

The researchers discovered five uses for L1 in English language training: grammatical explanation, classroom management, empathy development, interpreting difficult terminology, and supporting student understanding. These aims are consistent with those mentioned in Nurhayati (2014) study. Jingxia's (2010) framework was used by the researchers to categorize various L1 jobs in the English language classroom.

The findings of this study contrast from the findings from Leoanak & Amalo (2018), Kohi & Lakshmi G (2020), Bozorgian & Fallahpour (2015), dan Iswati & Hadimulyono (2018), demonstrating differences in the frequency and reasons of L1 usage. Previous studies used experienced English teachers, however this study focused on aspiring young teachers actively engaged in classroom instruction.

#### 4. CLOSING

In conclusion, this study discovered that teacher training students use L1 in EFL instruction of various sorts through code switching and code mixing. L1 use can help with understanding, classroom management, grammatical clarification, translating new language, and promoting empathy. These findings emphasize the significance of L1 integration in EFL classrooms for successful teaching techniques and better learning outcomes. The study finds that, while the use of L1 is unavoidable, the frequency with which it is used in speaking teaching should be minimized in order to enhance English language competency. This has pedagogical implications for developing specialized ways to L1 integration while fostering English language growth.

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