

After conducting the observation, the writer interviewed the teacher and some students who joined the class. One of the qualitative interview characteristics was face-to-face interview with open-ended question (Creswell, 2009). Thus, the writer interviewed one by one for both teachers and students. The writer recorded the information by audiotaping. The information gathered from the interview was to find supportive data on what circumstances that teachers and students use L1 in their L2 classes. The data gathered from interview was also used to see how teachers and students perceived the benefits and disadvantages of L1 use in their L2 classes. The number of interviewees were 15 people (five teachers and ten students).

Once the observation and interview was done, the writer did coding. According to Creswell (2009), coding was a process when a researcher organized the material in form of chunks or segments of text before they brought the meaning to information. The writer mentioned C (Circumstance) on observation protocol to show the circumstances found while teachers and students use L1 during the L2 learning. In interview transcripts, the writer mentioned the length of the teaching (teacher only), teaching or learning constraint, solution, teacher's or student's purpose, teachers' and students' reason, teacher's or student's perspective, linguistic area, and benefit. Later, the information gathered was analyzed. in accordance with the research questions.

CHAPTER 4

DATA ANALYSIS

In this section, the writer would like to present the results of the study. The research questions of this study were: 1) In what circumstances do teachers and students use L1 in the L2 classroom? and 2) How do teachers and students perceive the benefits and the disadvantages of the use of L1 in L2 classroom? The qualitative method was used to identify the circumstances that teachers and students faced in the classroom and also to identify how L1 gives the benefits and disadvantages in the L2 classroom. The participants of this study were 5 teachers and 10 students at an English course located in Semarang. Here below was the explanation of the results.

4.1 In what circumstances do teachers and students use L1 in the L2 classroom?

The findings of this study indicate that teachers and students use L1 in the following situations:

4.1.1 Teachers

4.1.1.1 Discussing with students about academic and non academic matters

According to Sali (2014), L1 played a role for academic and non academic matters. Something done in the classroom was not academic matters only, but also for non-academic matters. Academic matters could be when teachers explained every issue related to the topic. Non-academic matters could be when teachers talked to their students out of the topic, for example about the activities they did on that day, how their weekend was like, how they were on that day, etc. Mr. Paiman from Teenager 3 Intermediate 2 Class explained students about the verb. He started by L2 and continued in L1. Mr. Paiman also asked students about the topic and the students responded to in L1. Then, he also gave feedback and emphasized some meanings in L1. Based on the observation done in Interactive Conversation Class, the class was doing a listening section. They would listen to a song and students would fill the blank lyrics. To start the meeting, Mrs. Yeyen as the teacher used L1 to greet her students. When Mrs. Yeyen played the song and students were currently filling the missing words in the

lyrics, at the end of the song Mrs. Yeyen followed up the students using L1 whether they wanted to listen to the song again or not. On the other hand, Mrs. Yeyen used L1 to explain unfamiliar words by looking for the synonym. Mrs. Yeyen and her students also used L1 for joking. Mrs. Yeyen also responded to some students' questions in L1 as well since it helps while students were confused. Mrs. Yeyen offered students to play the song again along with explained the unfamiliar words and responded to students' questions. Mrs. Lolo from Basic 2 Class was the same. She also used L1 to explain unfamiliar words to the students. Meanwhile, Mrs. Jumilah from Basic 2 Class conducted listening section in her Teenager 3 Class and she explained a phrase in L1. She also used L1 to respond to her students and continued it in L2. Mrs. Icik from Intermediate 2 Class conducted a listening section at the beginning of the meeting. She offered her students whether they wanted to listen to the audio again or not in L1. Additionally, L1 use by Mrs. Icik was dominant for repetition as she explained in L2 and re-explained in L1 later. Based on the data below, Mr. Paiman, Mrs. Yeyen, Mrs. Lolo, Mrs. Jumilah, and Mrs. Icik implicitly invoked some academic circumstances as they mentioned such as explaining verbs, giving feedback, emphasizing some meanings, following up the students (offering students) after listening section, explaining unfamiliar words, responding to students' questions to avoid them being confused, explaining phrase, and doing repetition while explaining,and here were the brief points:

a. Explaining verbs (Mr. Paiman)

C: Mr. Paiman explained more about verb IN (12.16-12.20)

b. Giving feedback (Mr. Paiman)

C: Mr. Paiman asked students regarding the topic (Simple Past Tense) and a student responded IN. Teacher gave feedback IN (12.24-12.30).

c. Emphasizing some meanings (Mr. Paiman)

C: Mr. Paiman explained and emphasized some meanings IN (12.43-12.50)

d. Following up the students (offering students) after listening section (Mrs. Yeyen)

C: Mrs. Yeyen reasked students about the song they were discussing in IN (13.57-14.05).

- e. Explaining unfamiliar words (Mrs. Yeyen (1) and Mrs. Lolo (2))

C (1): Mrs. Yeyen explained unfamiliar word to the students. Teacher looked for the synonym. She explained again. This time, she spoke IN. (13.57-14.05).

C (2): a student asked Mrs. Lolo EN. Teacher gave example in IN (to answer the student's question) (14.06-14.11).

- f. Responding to students' questions to avoid them being confused (Mrs. Yeyen)

C: 2 students responded teacher's question EN, teacher responded IN later (14.05-14.12).

- g. Explaining phrase (Mrs. Jumilah)

C: teacher explained a phrase "didn't get on well" IN (17.06-17.15).

- h. Doing repetition while explaining (Mrs. Icik)

C: Mrs. Icik explained the next task EN and she repeated it IN (14.16-14.23)

On the other hand, here below were some non-academic circumstances found by the writer in 5 classes: greeting students (Mrs. Yeyen) and having jokes (Mrs. Yeyen). The points mentioned below had shown us some circumstances that teachers presented in case of L1 use in their English (L2) classrooms. There was 5 class observed and each class was on a different level.

4.1.1.2 Giving clarification

Sometimes, teachers and students got misunderstanding while having communication. For that reason, the use of mother tongue took its role. L1 could be used to clarify the course objectives (Bozorgian & Fallahpour, 2015). This circumstance was as found in the case of:

- a. Teenager 3 Class: while Mr. Paiman talked to the students using L2 at the beginning of the meeting, he spoke a little bit of L1 to give such clarification. The class was discussing Simple Past Tense. The clarification purpose showed when Mr. Paiman was explaining a verb and he continued the explanation using Indonesian language (L1). Additionally, Mr. Paiman also used L1 to explain and emphasize some meanings.
- b. Interactive Conversation Class: while Mrs. Yeyen asked students in L2 and some students did not understand the question. For that reason, Mrs. Yeyen explained it again in L1 and

it made them clear. The other circumstance was while Mrs. Icik explained in L2 and no student understood. Then, Mrs. Yeyen looked for the synonym and explained in L1.

- c. Basic 2 Class: while Mrs. Jumilah explained an English word and a phrase.
- d. Intermediate 2 Class: while Mrs. Icik asked a student in L2 and the student responded too long to answer the question, Mrs. Icik switched into L1.

Those circumstances mentioned above showed that L1 helped learners to understand the meaning. Therefore, it would not make the learning harder. L1 could clarify the differences between L1 and L2 once L2 was used with sufficient exposure (Carson & Kashihara, 2012). Swain & Lapkin (2000) as cited in Storch & Wigglesworth (2010) stated that L1 could be used for task clarification which discussed the meaning of the task prompt and instructions. For that reason, the use of L1 was not only helpful, but it would not also hinder the L2 learning and it made the communication better.

4.1.1.3 Giving example

In the interview with Mrs. Yeyen, she shared the knowledge that different culture or country might impact L2 learning. For that reason, Mrs. Yeyen made use of L1 to give example while explaining L2 as stated below:

“I usually use it when they are confused. So, sometimes when we explain and they do not understand, we can use mother tongue to make it clear, because the sense will also be different. The sense from English to the Indonesian language is different”. Interview with Mrs. Yeyen, March 2019.

“Biasanya ya kalo mereka kadang-kadang agak bingung. Jadi kadang-kadang kalo kita terangin lalu dijelaskan sesuai sesuatu kemudian mereka gak ngerti kita juga bisa pake bahasa ibu untuk apa ya... memperjelas karena biasanya apa ya, sense-nya akan beda juga. Dari bahasa Inggris sense ke bahasa Indonesia itu agak berbeda”. Wawancara dengan Mrs. Yeyen, Maret 2019.

Meanwhile, based on the observation done in Basic 2 Class conducted by Mrs. Lolo, Mrs. Lolo gave an example in L1 even though her students asked in L2. Additionally, in an interview, she told the writer that L1 helped her in vocabulary. On other words, the example given in L1 was harder to be understood in L2; therefore, L1 helped her to give example. Not only Mrs. Lolo, but also Mrs. Jumilah from Basic 2 Class also gave example to the students in L1. While explaining suburb, no one understood. Then, she mentioned a suburb in Semarang city and students finally understood. Giving example in L1 was more understandable. Students could compare their understandings. In this circumstance, L1 helped teacher to explain some ideas through example that was hard to be shared in L2; therefore, Mrs. Lolo and Mrs. Jumilah made use of L1 to comprehend their understandings.

4.1.1.4 Accommodating students who are less fluent

The level of student to acquire the language learning was different between one to another. In interviews, Mr. Paiman, Mrs. Lolo, Mrs. Jumilah, and Mrs. Icik told the writer that the way Mrs. Icik explained students depended on how fast they understood the knowledge transfer. Mr. Paiman told the writer that if we forced to speak in L2 to low-level students, they will get more confused. Therefore, L1 was very useful to explain a concept to less fluent students just as Shin (2009) stated:

The reason or situation in which the learner's L1 is used is closely related to the language competence of learners and the type of classroom activities. Such situations arise when teachers feel it necessary to explain, for instance, difficult grammar or cultural aspects, or warn students who disrupt the class or do not pay attention to it.

Mrs. Lolo in an interview also told the writer using either L1 or L2 depended on the level of the students. This was in line with De la Campa & Nassaji (2009) and Song & Andrews (2008) that low levels of L2 learner proficiency was one of the determinants of L1 use. Meanwhile, Mrs. Jumilah on an interview told the writer that students who were in her basic class mostly had lack of vocabulary to express their opinions and to comprehend teachers'

explanation. Therefore, she kept trying to use L2 first and if it did not work then teacher switched into L1. This could be a good way to start the comprehension as Krashen (1981) cited in Ostovar-Namaghi & Norouzi (2015) that mother tongue (first language) could be a helpful tool to help students to comprehend the input. According to Sali (2014), L1 supports beginners to learn a new language so that they were less anxious (Sali, 2014). Teachers' decision in using L2 was influenced by students' preference in using L1 to L2 as the interview between writer and Mrs. Icik quoted below:

“General-English students like elementary, junior high students... Elementary students, they talk directly in Indonesian language. Meanwhile, senior high students, 8th graders, they are brave to speak in English. But, elementary students use Indonesian language”. Interview with Mrs. Icik, May 2019.

“Kalau siswa untuk yang general English sih rata-rata mereka, kalau yang anak SD, SMP... SD mereka langsung Indonesia. Kalau yang SMA, SMP kelas 2 itu udah mulai berani Inggris. Tapi kalau anak-anak yang kecil-kecil SD gitu pakainya Bahasa Indonesia.”. Wawancara dengan Ibu Icik, Mei 2019.

Hence, as 4 teachers interviewed told the writer that the use of L1 depended on the level of the students. It was appropriate with De la Campa & Nassaji (2009) and Song & Andrews (2008) as cited in Sali (2014) that L1 use was influenced by low levels of L2 learner proficiency. Therefore, learning a new language would not be a scary thing for them and students would not feel that they would fail to acquire the target language.

4.1.1.5 Making classroom situations lively

L1 was used to make the learning atmosphere lively. A teacher decided to use L1 instead of L2 to make the situation better. This situation was found in Mrs. Icik's class. Mrs. Icik had been waiting students' responses. Unfortunately, no one answered or responded to. Therefore,

Mrs. Icik switched into L1 since it took too long to wait for the answer. When Mrs. Icik spoke L1, the classroom's silent period ended. This showed that L1 was beneficial to break the silence. Bozorgian & Fallahpour (2015) referred to Vygotskian psycholinguistics stated that L1 helped to interact in the inter-psychological and intra-psychological levels. Burden (2001) as cited in Carson & Kashihara (2012) suggested that if teachers did not take action to those situations, it would end up to an unhappy classroom experience for all. Consequently, L2 teachers should open their mind that using L1 was useful to some extent. There were some circumstances that cause L1 exist according to students' needs.

4.1.2 Students

Asking or talking about academic and non academic matters

Using L1 in L2 classroom concerned with the context. According to Sali (2014), there were two contexts in the classroom: academic and non-academic context. Based on the observations done in 5 classes, mostly students asked their teacher in L1. In the interview, student 1 told the writer that he used L1 when he could not explained in L2. Student 1 also said that he used L1 when he was not focused. This was in line with Kayaoğlu, Öztürk, & Akbaş (2010) who stated that L1 became the most basic phase to learn language. When learners had difficulty, student chose to use his/her mother tongue since it helped to ask something. Meanwhile, Student 2 on an interview said that while she wanted to speak in English, she had to arrange the words first. Therefore, Student 2 spoke in L1 first and teacher would correct her later. This way could decrease student's feeling of failure and embarrassment as ignoring the use of L1 could take students into misunderstandings (Kayaoğlu, Öztürk, & Akbaş, 2010). On other side, Student 3 also used L1 while she interacted with her Mr. Paimann and her friends in the class since she was not confident in using L2. Therefore, students would not feel anxious for learning a new language (Sali, 2014). In coexistence with previous students, Student 4 told the writer while she did not understand, she would asked her teacher in L1. In this circumstance, according to Shuchi & Islam (2016) cited Alkadasy (2008) that L1 could be a facilitating role in L2 learning. It did not hinder the

learning instead it helped students to comprehend. Furthermore, Student 5 on an interview said she asked her teacher in L1 because it was easier than using L2 and L1 helped to communicate better. Not only for her teacher, Student 5 also said she used it while talking to her friends. Meanwhile, Student 6 on an interview told the writer that she used L1 while she could not speak anymore in L2, especially to her teacher. She also used it to talk to her friends about non-academic matters. Student 7 also used L1 while talking to her teacher about non-academic matters. Student 8 on an interview told the writer that it was more comfortable to ask teacher in L1 as Bozorgian & Fallahpour (2015) stated that L1 could establish friendly environment, negotiate meanings, and help students to have less anxiety. Student 8 was confused with the question while asking in L1. Therefore, Student 8 did it in L1 to understand. Meanwhile, Student 9 told the writer that she talked to her teacher in either L1 or L2 depended on the situation as the interview script showed below:

“I answer in Indonesian language. If Mr. Paiman asks in English, so is my response”.
Interview with Student 9, April 2019.

“Jadi saya jawab Indonesia, kalau gurunya nanya Inggris saya juga jawab Inggris”.
Wawancara dengan Siswa 9, April 2019.

The script above showed that Student 9 used L1 and L2 because she followed her teacher. If Mr. Paiman asked student in L1, she would respond in L1. Instead, if Mr. Paiman asked her in L2, she would respond in L2 as well. Student 9 added that what she did was in non-academic context since she did not know the vocabulary. According to Mohebbi & Alavi (2014), L1 was effective to teach new vocabulary and grammar. As same as Student 9, Student 10 using L1 in L2 classroom also used L1 depended on the situation as the script below showed:

“It depends. If I understand. I will ask in English. If I don’t, I would use a little bit of Indonesian language”. Interview with Student 10, April 2019.

“Tergantung, kalau tanyanya mudeng artinya, tahu artinya, ya saya tanyanya pakai Bahasa Inggris, tapi kalau nggak tahu ya sedikit-sedikit pakai Bahasa Indonesia”. Wawancara dengan Siswa 10, April 2019.

Brooks & Donato (1994) as cited in Turnbull (2018) stated that students’ use of L1 could maintain their L2 learning through collaboration and interaction between students. Student 1 said he used L1 while talking to his friends about games in the classroom. He said while discussing the subject topic, his friends and he seldom used L2 since it was difficult. Instead, they often did it in L1. This was the circumstance in using L1 in academic context. Student 1 said it was hard to understand each other while speaking in L2. On the other hand, Student 4 told the writer that she used L1 while talking to her friends in the classroom because she felt talking to friends was easier in L1. In interview, Student 6 said that she used L1 while talking to her friends because it had been a habit. According to Shabir (2017), the language education could not be unrelated with L1 as later (even it was just a little bit of) using L1 were included in L2 teaching. Therefore, the L2 learning could not separate from learner’s L1. Additionally, Student 7 told the writer that she used L1 because she was confused when asking teacher in L2. Yet, she used L1 while talking to her friends because it was hard to find the right vocabulary in L2. Student 7 added it was more comfortable to speak in L1 since they had already known each other. As same as Student 7, Student 8 also used L1 while talking about non-academic matters to her friends and while asking her teacher. She used it in order to understand and she also said that it was more comfortable to ask teacher in L1. Meanwhile, Student 10 told his reason that he asked his teacher in L1 because he was doubt whether his question was clear enough or not. Therefore, L1 could make use of getting the learning clearer. In general, these were the circumstance points that students use L1 such as asking

teachers while students did not know the L2 vocabulary; asking teachers while it is too hard to utter in L2; and following the way teacher asked students in L1, therefore students also answered in L1; while students were afraid whether what they spoke in L2 were clear enough or not. These circumstance were on academic contexts. Meanwhile, these were non-academic matters: talking about games and something out of the subject topic.

4.2 How do teachers and students perceive the benefits and the disadvantages of the use of L1 in L2 classroom?

4.2.1 Teachers

4.2.1.1 The benefits that teachers perceive

4.2.1.1.1 To make students being able to comprehend the meanings

Not all of the students have the same capability or skill to learn the target language. There are students who can acquire the meanings easily. There are students who do well at vocabulary. There are low proficiency students who need supports to increase their L2 skill. Mrs. Lolo in an interview shared that teacher should know students well to know what treatment Mrs. Lolo could apply in the classroom as Mr. Paiman said that teacher should be fair to their students regarding their level and their skills, Mr. Paiman also told the writer that not all students understood teacher's explanation (low learner) that Mrs. Lolo could see from student's gesture. Therefore, Mr. Paiman said he had to use L1 to make himself clear. Ahmad, Radzuan, & Hussain (2018) stated Machaal (2012) that L1 could be a cognitive and mediating tool to teach and learn target language. Besides, Mr. Paiman added he used L1 to make students understand the topic and instruction, therefore he did not use fully L2. On the other hand, Mrs. Yeyen on an interview said she used L1 when students were confused. Therefore, L1 helps her to explain and to make students understand. She added that if students understood L1, it would be easier for them to understand L2. Meanwhile, Mrs. Lolo also shared that she used L1 when she noticed her students were confused and they did not understand. Yet, she would not use L1 too much. On the other hand, Mrs. Jumilah said she felt that L1 helped students to learn L2 when there was no other way to explain in L2 since the students did not understand.

Therefore, Mohebbi & Alavi (2014) stated that teacher's use of L1 could make sure student's understanding in L2 learning.

4.2.1.1.2 To give instruction

The use of L1 in L2 classroom also played role when teachers gave instruction to their students is mentioned by Mr. Paiman. Mr. Paiman on an interview told the writer that when he gives instruction in L2 and student did not understand, he switched into L1 because student's level was not the same. There were low level students who needed the support of L1 so that they could achieve the learning target as Tajgozari (2017) cited Atkinson (1987), Cole (1998), Machaal (2012), Tang (2002) that the instruction was clear to every learner, especially those who were at the beginning level. Mr. Paiman aimed to make student understand since English was foreign language in Indonesia as foreign language had no role in the community and it was learnt in the classroom (Ellis, 1994). Meanwhile, Mrs. Icik told the writer that she used L1 to give instruction. She used L2 first and repeated in L2 to emphasize what the instruction meant as Bozorgian & Fallahpour (2015) stated that L1 could provide instruction in L2/EFL classrooms.

4.2.1.1.3 To create a friendly classroom

Students like fun classroom setting. It can make them enjoy the learning as well as Mr. Paiman explained he used L1 in order to avoid boredom. Mr. Paiman on an interview shared that he gave chance to his students when they shared stories with their friends and used L1. Through giving them that chance, Mrs. Jumilahesired his students would not feel bored as Turnbull (2018) cited L1 could make classroom situation enjoyable De la Campa & Nassaji (2009). Furthermore, Carson & Kashihara (2012) cited Burden (2001) that unhappy classroom might happen if teachers did not make use of mother tongue in L2 classroom. For that reason, L1 could create a friendly classroom since students would enjoy L2 learning.

4.2.1.1.4 To give example

While teachers explain something, they want to emphasize students' understanding by giving them example. Not only to explain something, but also to give clarification. Mr. Paiman on an

interview told the writer that he gave example to his students in L1 because he had tried to give example in L2 and the students did not understand. Therefore, to solve this problematic situation he switched into L1 to give the example as mentioned in the interview quoted below:

“But, sometimes when we still use the easier words and we give example in L2 yet they still do not understand, we should use Indonesian language to get them understand”. Interview with Mr. Paiman, March 2019

“Cuma, kadang kalo kita tetap menggunakan kata-kata lain yang lebih mudah, terus habis itu kita menggunakan contoh-contoh dalam bahasa Inggris dan mereka tetap tidak paham, mau nggak mau kita harus pakai bahasa Indonesia supaya mereka tuh paham”. Wawancara dengan Bapak Paiman, Maret 2019

On the other hand, Mrs. Jumilah told the writer that she used L1 while taking students to “imagine something” in L2 did not work. Then, she used L2 to get them understand. For that reason, L1 helped both Mr. Paiman and students to understand through example regarding some examples were hard to be explained in L2.

4.2.1.1.5 To build a good relationship

Maintaining a good relationship between Mr. Paiman and students is important since they are the vocal points in the classroom. Sometimes, there will be a problem while the circumstance is too strict towards the language use and students do not feel comfortable. If the students do not feel comfortable in the classroom, it can cause them not enjoying the learning. Schweers (1999) on his studies about using Spanish in English classroom interviewed a Mr. Paiman and here is the teacher’s response:

First of all, I use Spanish to establish rapport with my students, and secondly, to serve as a model person who speaks both languages and uses each one whenever necessary or convenient.

The statement above shows teacher takes advantage of L1 (Spanish) to build a nice relationship with the students. As well as Schweers (1999), Mr. Paiman said the purpose of using L1 in L2 classroom was to maintain a nice relationship between Mr. Paiman and students so that students could feel comfortable to learn. Thus, L1 could help teacher to create a good and friendly environment of learning.

4.2.1.1.6 To support students to find ideas

Mrs. Yeyen on an interview said that L1 could help them creating a concept. L1 helped them to acquire reading skill since she thought learner's mother tongue influenced learner's reading skill in the target language as the interview quote below showed:

“Learner's Indonesian language was very useful in context of reading. The better their language skill, the better their reading skill. Ehm... they are usually better in concept”. Interview with Mrs. Yeyen, March 2019.

“Karena kayak reading pun itu sangat berguna bahasa Indonesia dalam artian ketika seorang anak itu kemampuan bahasanya sangat bagus ketika dia membaca pun dia akan cenderung lebih bagus daripada anak yang kemampuan bahasanya tidak bagus, bahasa Indonesia-nya. Ehm... karena mereka biasanya mereka itu kan lebih terkonsep, kalau menurut saya itu lebih terkonsep”. Wawancara dengan Ibu Yeyen, Maret 2019.

Hence, learner's L1 supported them to obtain the target language to learn reading since it could help them to find or create a concept. On other side, Mrs. Icik on an interview told the writer that L1 could help learners to find ideas so that learners could develop themselves. The students wrote their ideas first in L1 and then asked their teacher how to translate their ideas in L2 so that students could explore more as L1 helped to explain complex ideas (Tajgozari, 2017). Sometimes, students feel it is hard for them doing brainstorming to find ideas or concept in L2 as Carson & Kashihara (2012) cited Schweers (1999) that both teachers and

students perceive the use of L1 in comprehending the difficult concepts. On other side, Shabir (2017) cited Ellis (1994) that students at first thought it L1, they translated into L2 later. Furthermore, Bozorgian & Fallahpour (2015) cited De la Campa & Nassaji (2009), Lin (2013), Macaro (2001) that L1 provided precious cognitive tool and it helped students to perceive the context and understand the world. Thus, it can decrease learner's worries to be brave presenting their ideas.

4.2.1.1.7 To manage students in the classroom

Mr. Paiman on an interview told the writer that he used L1 to get students into discussion. He said L1 could be used to "invite" them as Norman (2008) stated that students had three characters: unresponsive, inattentive, and unwilling to speak in the classroom. Therefore, by the use of L1 students are aimed to be able to participate in the discussion. Meanwhile, Mrs. Jumilah also said that she used L1 to manage students because the number of students in a classroom influences her challenge to teach. She said that the more students in a classroom, the bigger challenge was; therefore, L1 could help her to control the Teenager 3 Class. Schweers (1999) cited Auerbach (2016) that managing the class was one of the possible chances to use L1.

4.2.1.1.8 To help students in urgency

Instead of helping students to comprehend the meanings, to give instruction, to create an enjoyable classroom, to give example, to have a good interaction, to support students to find ideas, and to manage student in the classroom, L1 also helps students while they are in urgency. Mrs. Yeyen on an interview told the writer that she had ever got the experience when her student was scared to ask her for permission in L2 to go to the toilet as the script below showed:

"There was a student who thought that he/she could not do that and he/she felt that he/she was not capable; he/she wanted to go to the toilet yet he/she was confused. He/she finally came whispering to me". So, it did help because I had an experience when the student was not brave

and the teacher forced the student to speak in English, the student got peeing in the classroom”. Interview with Mrs. Yeyen, March 2019.

“Ada 1 anak yang dia gak bisa dan dia merasa gak mampu untuk ini jadi udah bingung udah mau ke belakang udah bingung gitu. Ya, pada akhirnya dia maju tapi bisik-bisik. “Miss, aku mau ke belakang tapi gak tau ngomongnya”. Ya bisa itu sangat membantu karena ada juga pengalaman ketika anaknya gak berani dan gurunya force dia untuk pake bahasa Inggris terus dan dia akhirnya ngompol di kelas”. Wawancara dengan Ibu Yeyen, Maret 2019.

The script above showed that student got anxiety because the student was not brave enough to ask for permission in L2 that caused the student got peeing in the classroom. Shabir (2017) stated that even minimal use of L1 could decrease beginners or weak learners’ confusion and anxiety. Therefore, to avoid such situation happened anymore, Mr. Paiman allowed students to use L1 in the classroom.

4.2.1.2 The disadvantages that teachers perceive

4.2.1.2.1 Students’ L2 skills would not get improved

Mrs. Lolo on an interview told the writer that the use of L1 should be to the fullest since their L2 skill would not be improved if teachers and students often used L1. Mrs. Lolo thought that L1 helped to control urgent situation in order to avoid miscommunication. Yet, the use of L1 should not be used too much since there were students who were too comfortable using L1 and it caused them being passive students. The students were good at reading, writing, grammar, yet they were not good at speaking. They were afraid of using L2 to speak. Therefore, Mrs. Lolo allowed L1 use in her classroom but it was in control. Mrs. Icik also told the writer that she prohibited students using L1 when they were asking for permission, e.g. telling students to go to the toilet. Students should try to ask for permission in L2. It could improve their L2 skill. Those statements from the teachers who got interviewed by the writer showed that the teachers desired their students to have a good outcome learning L2. Students

did not have much time to use L2 outside the class, consequently they should maximise the target language use in the classroom since it was vital (Corcoran, 2009). Corcoran (2009) added:

- a. Teachers could become dependent on L1
- b. Teachers could waste valuable class time
- c. Teachers could unmotivate student to use the target language

For that reason, Mrs. Lolo and Mrs. Icik tried to take students to use L2 maximally and only used L1 while in need. This was in order to make students not taking L2 for granted or wholly depending on L1.

4.2.1.2.2 L1 use in the class could be a habit

While Mrs. Lolo said that students would be too comfortable using L1, Mrs. Jumilah on an interview said that L1 use in L2 classroom could be a habit. For that reason, while her student asked in L1, Mrs. Jumilah would respond in L2 in order to improve their L2 skill and would use L1 as minimum as they could. Mr. Paiman on an interview also said that he used L2 just in need to make his students get used to L2 since students were here (in the English course) to learn L2. The students would also not feel they were challenged to use L2 and their L2 skill would not be improved (Bartlett, 2017). Therefore, the use of L1 should be used while in need when there is no other choice to explain to the students.

4.2.2 Students

4.2.2.1 The benefits that students perceive

4.2.2.1.1 To feel comfortable

Enjoyable classroom could make a fun learning. Mr. Paiman and students should have a good interaction in the classroom; therefore, both of them would create a good circumstance. The use of L1 in the classroom could create an enjoyable environment for L2 learning (Bozorgian & Fallahpour, 2015). Student 1 on an interview told the writer while he talked in L2 and no one understood, L1 could help; therefore, he felt that he was comfortable using L1 in L2 classroom in order to understand each other. Furthermore, Student 7 told the writer that she

was more comfortable talking to her friends using L1 because they had already known each other. Students needed to create bonding to each other since they interacted each other in the classroom.

4.2.2.1.2 To talk or to ask teachers and friends (academic and non academic matters)

Students had some purposes when they talked or asked their teachers and their friends. It could be divided into two parts: academic and non academic matters. Student 1 used L1 to ask his teacher about the meaning (what the word meant in English); therefore, L1 could be used to clarify the meaning. On the other side, Student 4 told the writer that once she did not understand she could not ask her teacher in L2; therefore, she asked in L1. Furthermore, Student 4 also told that talking to friends in L1 was easier. Meanwhile, Student 5 said that she used L1 when she asked the Mr. Paiman about the course topic in the class since it was easier. Student 8 also told the writer that it was more comfortable asking teacher in L2 than asking in L1 since she was confused with the question once she asked her teacher in L2. For that reason, L1 helped the student to ask or not avoiding her desire or willingness to ask for the academic purpose. Meanwhile, students also used L1 to talk about non academic purposes. From the observation done in 5 classes, the writer saw that students spoke in L1 talking about something unrelated to the subject discussion. Student 1 told the writer that he used L1 while he talked about game to his friends in the classroom. Student 8 in the interview said that she interacted with her friends in the classroom using L1. Additionally, Student 9 felt more comfortable to use L1 while she talked about non academic matters in L2 classroom. This related to Sali (2014) that L1 could be used for academic and non-academic purposes.

4.2.2.1.3 To save time

Using L1 could also help the L2 learning become more efficient. Students sometimes took too long to ask their teacher in L2 since some of them were still afraid of their grammar. Student 1 said that L1 could fasten the time once he asked his Mr. Paimans Hanakova & Metruk (2017) stated that L1 could save time. He said that it was hard to ask teacher in L2 in order to find the

correct words. For that reason, he switched into L1 since it would not spend too much time to understand. This showed that L1 could shorten the time in L2 learning

4.2.2.1.4 To translate

According to Skutnabb-Kangas (1981), L1 or mother tongue was a language that somebody thinks in, dreams in, and counts in; therefore, 4 of 10 students told the writer on an interview that they used L1 first once they thought in L2 learning context. Student 2 said that L1 helped her to write an article as the script below showed:

“So, we know English from Indonesian language and it helps us to... to write an article or it is because not everyone can speak in English. There are those who write in Indonesian language first and they translate it later. That is Indonesian language and it is translated into English”. Interview with Student 2, March 2019.

“Karena itu kan bahasa kita, jadi kita taunya bahasa Inggris kan gara-gara bahasa Inggris-nya dari Indonesia ini apa ya itu kan pasti membantu untuk bikin... misalnya mau bikin karangan atau apa kan kalo bahasa Inggris gak semua orang bisa. Ada orang-orang yang kayak cuma nulis Indonesia dulu baru diterjemahin. Jadi kan itu bahasa Indonesia dulu, baru ke bahasa Inggris”. Wawancara dengan Siswa 2, Maret 2019.

Meanwhile, Student 4 said that the translation was done by her teacher. The teacher spoke in L2 first and the teacher translated into L1 later. This happened in the listening section. Student 4 found a problem to listen to the audio; therefore, her teacher translated it. For that reason, L1 supported her understanding. Meanwhile, Student 8 told the writer that she took L1's advantage since mostly she wrote in L1 first and then she translated into L2. On the other hand, Student 9 said she used L1 first to create words and translated the words into L2 later. She did that because it was hard to speak in L2 directly; therefore, Student 9 could prepare when she was going to speak. Harbord (1992) cited Danchev (1982) that translation occurred

naturally and it was a part of second language acquisition. For that reason, L1 helped them to develop student's thinking towards L2 learning through translation.

4.2.2.1.5 To avoid misperception

As students were still learning L2, misperception sometimes could not be avoided. It causes the communication or interaction went wrong between either Mr. Paimann and students or students and students. Consequently, both Mr. Paimann and students became confused with the situation. In order to avoid misperception, Student 3 in the interview told the writer that she used L1 to avoid the misunderstanding in L2 classroom. She talked to her friends in the classroom using L1 since she was afraid that each of them got misperception. According to Bozorgian & Fallahpour (2015) that L1 was beneficial to negotiate meanings, L1 also beneficial to make the better understanding through avoiding misperception.

4.2.2.1.6 To understand the meaning

The lack of vocabulary was the issue happened in L2 classroom. It caused students not understand the meaning and they were confused to learn the target language. Vocabulary was one of linguistic areas that became the concern throughout the L2 learning. For that reason, 7 of 10 students who got interviewed said that L1 helped them to understand vocabulary. S1 in the interview told the writer that he used L1 when he asked his Mr. Paiman about the meaning and also to ask his teacher the meaning of the word in L2. Meanwhile, Student 4 said that L1 helped to learn L2 when student did not understand the meaning of the word in L2, L1 could solve the problem. As same as two previous students, Student 5 also told the writer that when she did not acquire the meaning; therefore, she used L1 to understand it. On the other hand, Student 7 in the interview said if she used L1 to understand the vocabulary. As same as Student 4, Student 8 also used L1 to learn vocabulary in order to understand the meaning since she got new vocabulary while learning grammar. For that reason, L1 supported Student 8 to acquire grammar as well. Student 9 in the interview told the writer that she did not understand the vocabulary while learning L2; therefore, she used L1. On the other hand, Student 10 said when he learnt L2 without L1 he could not understand the meaning. Swain &

Lapkin (2000) as cited in Storch & Wigglesworth (2010) stated that L1 enabled learners to focus their attention on vocabulary and grammatical items. Hence, learners could not separate L1 from L2 learning.

4.2.2.2 The disadvantages that students perceive

10 interviewed students said that L1 helped them to understand L2. 3 of 10 interviewed felt that L1 also distracted the L2 learning even though sometimes it helped too. In the interview, Student 5 told the writer that student should understand fully English; therefore, L1 should be avoided. Furthermore, Student 6 said that L1 actually distracted L2 learning once it had been a habit and Student 9 thought that it both helped and obstruct. She said that L1 could help learners in vocabulary, yet it caused students to neglect L2. Thus, the use of L1 in L2 classroom had some points that it gave both positive and negative result. The negative result might happen due to students would not have too much time to make use of their L2 outside the classroom; consequently, learners should be able to enhance their target language skill (Manara, 2007). If students relied on the existence of L1 in L2 classroom too much, they would not do well in L2 once they did not have L2 class anymore.

4.3 General Discussion

Auerbach (1993) as cited in Schweers (1999) had stated that there were some possible chances to use L1 in L2 classroom to make L2 learning better. Similar to Auerbach (1993), Bozorgian & Fallahpour (2015) stated some points which L1 made use of helping L2 learning. The writer had already conducted observations and interviews at Center for Language Training in Semarang. The observations and interviews showed that there were circumstances found when teachers and students used L1 during the L2 learning. Teachers from five classes observed was found using L1 when each of them taught students in the class. Circumstances such as discussing with students about academic and non academic matters (both teachers and students), giving clarification, accommodating students who were less fluent, and making classroom situations lively was found through observations and each of them shared additional informations in the interviews. The ways teachers and students perceived those

benefits and disadvantages as Mr. Paiman, Mrs. Yeyen, Mrs. Lolo, Mrs. Jumilah, Mrs. Icik, and Student 1, Student 2, Student 3, Student 4, Student 5, Student 6, Student 7, Student 8, Student 9, and Student 10 mentioned above were gathered from face-to-face interviews. In interviews, both teachers and students mentioned how they perceived the benefits since L1 helped them during L2 learning and they also mentioned that L1 brought disadvantages since it could be a habit in L2 classroom and it also distracted the L2 learning such decreasing motivation to improve L2 skills. Therefore, L1 in L2 classrooms should be used wisely in order to get the benefits without getting distracted.

