

## **EVALUATING THE ROLE OF L1 IN TEACHING RECEPTIVE SKILLS AND GRAMMAR IN EFL CLASSES**

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**Abstract:** The debate over the use of Bahasa Indonesia and English has been an unsolved issue. Some teachers still lack confidence in using Bahasa Indonesia in their teaching to promote classroom interaction. Classroom interaction is important since the more engaged the students are, the more successful the material delivery will be. Hence this study was aimed at finding out whether or not teacher's use of Bahasa Indonesia in teaching receptive skills of language and grammar contributes to classroom interaction and investigating the benefits of the use of Bahasa Indonesia in EFL classes as perceived by the teachers and the students. Six classes of different majors and six English lecturers from a polytechnic in Bandung participated in the study. The data were collected through questionnaires, interview, and classroom observation. The findings support the idea that teachers' use of Bahasa Indonesia judiciously promotes classroom interaction. Both students and teachers found the benefits of the use of Bahasa Indonesia in the classroom only when it was needed. However, some teachers still overused Bahasa Indonesia in the EFL classrooms.

**Keywords:** teachers' and students' perceptions, classroom interaction, English (L2), Bahasa Indonesia (L1), English as a Foreign Language Teaching

**Abstrak:** Perdebatan mengenai penggunaan Bahasa Indonesia dan Bahasa Inggris menjadi isu yang belum tejawab sampai saat ini. Beberapa guru masih kurang percaya diri dalam menggunakan Bahasa Indonesia dalam proses pembelajaran mereka untuk meningkatkan interaksi kelas. Interaksi kelas merupakan hal yang penting karena semakin para siswa terlibat, semakin berhasil penyampaian materi pembelajaran yang dilakukan guru. Oleh karena itu, penelitian ini ditujukan untuk menemukan apakah penggunaan Bahasa Indonesia oleh para guru dalam mengajarkan keterampilan berbahasa *receptive* dan tata bahasa berhubungan dengan interaksi kelas atau tidak dan meneliti keuntungan penggunaan Bahasa Indonesia dalam kelas EFL seperti yang dikemukakan oleh para guru dan siswa. Enam kelas dari jurusan yang berbeda dan enam dosen dari satu politeknik di Bandung berpartisipasi dalam penelitian ini. Data didapatkan melalui kuesioner, wawancara, dan observasi kelas. Temuan penelitian ini mendukung gagasan bahwa penggunaan Bahasa Indonesia secara cermat meningkatkan interaksi kelas. Baik siswa maupun guru mendapatkan keuntungan dari penggunaan Bahasa Indonesia di dalam kelas hanya ketika dibutuhkan. Namun, beberapa guru masih menggunakannya secara berlebihan di dalam kelas EFL.

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**Kata kunci:** persepsi guru dan siswa, interaksi kelas, Bahasa Inggris sebagai bahasa kedua (L2), Bahasa Indonesia sebagai bahasa Ibu (L1), English as a Foreign Language Teaching

The use of mother tongue, in this case is Bahasa Indonesia, in EFL teaching is still a controversial issue. Some experts see it to be facilitative but some think that it is counterproductive (Brown, 2000), but as of yet the research findings have not been entirely persuasive either way. There are three principles that base the belief of using monolingual method of teaching. The three principles are: 1) The learning of second language has to be the same as the learning of the first language, which is frequent exposure (Cook, 2001), 2) L1 is seen as the cause of the errors in L2 learning (Krashen, 1981), and 3) The belief that native speakers are the best language teachers (Philipson, 1992). Those who believe in monolingual method of teaching use direct method and communicative approach in their teaching practice. Meanwhile those advocating bilingual approach (using both the second language and first language in the classroom) believe that the first language of the students can facilitate the teaching and learning process (Miles, 2004). The belief is implemented in the method of grammar translation, suggestopedia, and community language learning. The use of mother tongue (hereafter Bahasa Indonesia) in teaching L2 can also facilitate communication among students and teacher efficiently and resourcefully (Nazary, 2008).

In this research, the study focused on teacher's use of Bahasa Indonesia in teaching receptive aspects of the language and grammar in EFL classes. Receptive aspects here cover reading and listening, meanwhile the teaching of grammar is narrowed down into the teaching of noun clauses, adjective clauses, and adverb clauses. The focus on grammar was chosen because from the previous studies concerning on the use of L1, grammar explanation was the unavoidable section where L1 was used by the teachers (Miles, 2004, Dujmovic, 2006). Hence, the researcher wanted to investigate whether or not the same thing happened also in Indonesian context. The study explored the use of Bahasa Indonesia in EFL teaching especially in teaching receptive aspects of language and grammar and also finding out the benefits of using Bahasa Indonesia in EFL classes as perceived by the students and the teachers.

### **The English Only Policy**

The belief that English is the most important and other languages are not respected (Pennycook, 1994) strengthens the use of L2 to teach L2. Cook (2001) in Miles (2004) states that the strongest reasons of choosing Monolingual Approach are the followings:

1. The learning of an L2 should model the learning of an L1 (through maximum exposure to the L2).
2. Successful learning involves the separation and distinction of L1 and L2.
3. Students should be shown the importance of the L2 through its continual use.

Some teachers still believe that L2 acquisition is similar to L1 acquisition, which assumes that exposure is very important as the determining factor for learning (Ellis, 2008). Children learn their first language through listening and copying what those around them say, and exposure to the language is vital in the development of their linguistic skills. The Natural Approach which

also uses L2 to teach L2 believes that adults will learn language in the same pattern as children do.

Translating between L1 and L2 is also considered as dangerous as it encourages the belief that there are one to one equivalent between the languages, which is not always the case (Pacek, 2003). They believe the two languages should be distinct and separate. Grammar points can be taught in the target language, especially through the use of physical or visual displays (Pachler & Field, 2001). Regarding Cook's third point, it is considered likely that the use of L2 only in the classroom does help demonstrate the L2's importance and can portray the usage of the language being studied (Pachler & Field, 2001). Proponents of English-only also claim that using L1 in the classroom is not in accordance with SLA theories, which advocate modified input and negotiation in L2 as a means of learning (Polio, 1994). This belief bases some methods of teaching which are used all over the world. Those methods are direct method and audiolingual method. However monolingual method also got some critics such as creating tension and barrier between students and teachers, and there are many occasions when it is inappropriate or impossible (Pachler & Field, 2001).

### **The Bilingual Policy**

Nowadays it is common for EFL teachers to use the students' mother tongue (L1) as a tool for conveying meaning as a means of interaction both in English language institutes and in the classroom (Nazary, 2008). Research shows that complete deletion of L1 in L2 situation is not appropriate (Schweers, 1999; Larsen-Freeman, 2000; Nation, 2003; Butzkamm, 2003). When used appropriately, the use of L1 can be very beneficial. Brown (2000) claims that "first language can be a facilitating factor and not just an interfering factor", and Schweers (1999) encourages teachers to incorporate the native language into lessons to influence the classroom dynamic, and suggests that "starting with the L1 provides a sense of security and validates the learners' lived experiences, allowing them to express and themselves". In addition, L1 is present in L2 learners' mind, whether the teacher wants it to be there or not and the L2 knowledge that is created in their mind is connected in all sorts of ways with their L1 knowledge (Liu, 2008). It seems to me that learning of one language in childhood is an inevitable process; the learning of second language is a special accomplishment. It might not be appropriate to base L2 learning on the linguistics knowledge of L1 but L1 consciously or unconsciously provides the guidelines in L2 learning. There are some reasons of teachers using L1 to teach L2. Among others are: students are lack of oral proficiency or confidence in using English, students' inability to understand spoken English, the national college examination and all the other important examinations at various levels still focus primarily on reading, teachers need to explain difficult vocabulary or grammar, teachers need to give background information, teachers need to overcome communication difficulties by expressing something in L1 which is difficult to be explained in L2 and for saving time, teachers need to highlight important information, teachers need to manage students' behavior (Garcia, 2007).

Cook (2001) identifies three main areas where L1 may be used positively in the classroom: teachers can use L1 to convey meaning, for example, checking the meaning of words or sentences or explaining grammar, teachers can use L1 for classroom organization purposes such as organizing tasks, maintaining discipline or communicating with individual students, students

can use L1 in their group work or pair work learning activities to provide scaffolding for each other. Based on the reasons above, some experts have developed several teaching methods allowing the use of L1 in L2 teaching. They are: Grammar Translation Method, Community Language Learning, and Suggestopedia Method.

However, many experts believe that teacher's use of L1 in L2 classes restricts the students' exposure to English (Harmer, 2009). The teacher is considered as a principal source of useful comprehensible input, then the more time we spend speaking English, the better. Another bad situation created by the use of L1 in L2 classes is that it makes the students hesitate to speak in English since the teacher uses much L1. While arguing for the option of using L1 in the classroom, most researchers have at the same time cautioned against the overuse of it (Burden in Miles, 2004), because it can create an over reliance on it (Polio, 1994), and can oversimplify differences between the two languages, create laziness among students and a failure to maximize English (Atkinson, 1987). Classroom interaction is a discussion activity or a dialogue among students and between students and teacher (Kumara, 2005). This activity requires a plan that makes a meaningful dialogue is possible to occur. Classroom interaction is proven to improve academic atmosphere by driving the students to always be active in the learning process and motivating the teachers to enhance their role (McGriff, 2000).

## **METHODOLOGY**

English teaching in Indonesia especially in higher education like a politechnic ususally takes two forms: general English and English for Specific Purposes. In this study, the researcher observed the classes whose students learned General English. The teaching is divided into English 1 until English 3. English 1 covers basic grammar, English 2 covers TOEFL preparation focusing on listening, grammar, and reading, while English 3 covers English presentation. In this research, English 2 was chosen since the materials were receptive aspects of language and grammar (in accordance with the purpose of this study). 6 classes were chosen to find out the correlation between teachers' use of Bahasa Indonesia and classroom interaction. The teachers of the six classes were interviewed and 100 students were asked to fill out questionnaires to find out the benefits of Bahasa Indonesia.

This study was designed to find out whether teacher's use of Bahasa Indonesia in teaching receptive aspects of language and grammar promotes classroom interaction or not and to investigate the benefit of Bahasa Indonesia as perceived by the teacher and the students. This study assumes that teacher's use of Bahasa Indonesia in teaching receptive aspects of language and grammar promotes classroom interaction, however teacher should not overuse Bahasa Indonesia. Therefore this study expects to be beneficial for the teachers especially in using Bahasa Indonesia judiciously in the classroom. Classroom observation and video recordings were used for exploring classroom interaction. An interview was used to find out the benefits of Bahasa Indonesia as perceived by the teachers and a questionnaire taken from a previous study (Dujmovic, 2006) was used to explore students' perception on the benefits of Bahasa Indonesia in English class.

The participants were selected purposively, while the teachers were not selected. The researcher interviewed all of the English teachers in the institution. Video recordings were taken in the classrooms of each teacher (so there were six classes). The classes were from three different majors, i.e. information system, computerized accounting and computer engineering. After the process of data collection, the obtained data from video recordings were first transcribed. The researcher then counted teachers' use of Bahasa Indonesia in the classroom with the categorization of Duff and Polio. Next the utterances were counted again by using MLU (Mean Length of Utterance) to find out the total amount of classroom interaction (added by the number of utterances of the students). The calculation of MLU is by dividing the number of morphemes with the number of utterances. Teachers' interviews and students' questionnaires were classified thematically.

## **FINDINGS AND DISCUSSION**

### **Teacher's Use of Bahasa Indonesia**

As mentioned above, the classification of teachers' utterances was in accordance to the categories proposed by Duff and Polio (1990). The utterances were classified into three categories, which were: L1 (the use of complete Bahasa Indonesia), L2 (the use of complete English), and Mixed (a combination of Bahasa Indonesia and English in an utterance). After being classified, the utterances were counted by using MLU (Mean Length of Utterances). Based on the classification above, the researcher gained the following data:

**Table 1 Teachers Utterances**

<b>Teacher</b>	<b>L1</b>	<b>%</b>	<b>L2</b>	<b>%</b>	<b>Mixed</b>	<b>%</b>	<b>Total</b>
<b>T1</b>	196	46.22642	207	48.82075	21	4.95283	424
<b>T2</b>	72.5	30.08299	148.5	61.61826	20	8.298755	241
<b>T3</b>	182.5	38.34034	267.5	56.19748	26	5.462185	476
<b>T4</b>	210	49.18033	208	48.71194	9	2.107728	427
<b>T5</b>	203	46.45309	207	47.36842	27	6.17849	437
<b>T6</b>	180	38.87689	260	56.15551	23	4.967603	463

Table 1 shows that all of the six teachers used both Bahasa Indonesia and English in their teaching. From the calculation, the researcher found that the highest percentage of the teacher used L1 was 49.2 %. It was done by T4. They rarely mixed the languages. It means that the teachers believed that Bahasa Indonesia did not hinder learning (Miles, 2004), Dujmovic, 2006), and Nazary (2008). The frequency of teachers using Bahasa Indonesia was only 'sometimes' not always. This fact was the same as what was found by Anh (2010) in Vietnam and Mahmoudi (2011) in Iran. It shows that the need of using L1 in English teaching is universal.

To find out whether teacher's use of Bahasa Indonesia promotes classroom interaction, the researcher compared the amount of MLU of teachers' talks in Bahasa Indonesia to the amount of MLU of both the total number of teachers' and students' utterances since classroom interaction is

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defined as a meaningful dialogue among students and between students and teacher. The following is an example of MLU calculation:

S2 : <i>Salah lagi</i> , Miss. [False again, Miss]// There is no subject after the connector.
The calculation is as follows:
<i>Salah lagi</i> , Miss. [False again, Miss]
$1 + 1 + 1 = 3$ . The number of morphemes is 3.
There is no subject after the connector.
$1 + 1+1+1 +1+ 1+1 = 7$ . The number of morphemes is 7.

Both of the utterances were uttered by a student. So, the MLU of the students was:  $(3 + 7) : 2 = 5$ . From the transcription, the number of students' MLU from two meetings was counted and then the average was taken. The following was the result of students' and teachers' MLU calculation:

**Table 2**  
**The MLU Score of the Six Classes**

Class	S U	T U	C I
<b>T1</b>	105	424	529
<b>T2</b>	<b>96</b>	241	<b>337</b>
<b>T3</b>	117	476	593
<b>T4</b>	<b>201</b>	427	<b>628</b>
<b>T5</b>	106	437	543
<b>T6</b>	98	463	561

Notes: SU (Students' Utterances); TU (Teachers' Utterances); CI (Classroom Interaction)

From the table above we can see that the highest number of MLU score was in the column of CI which stand for classroom interaction of T4 class. It was in accordance to the number of teacher talks in Bahasa Indonesia. The highest percentage of teacher's use of Bahasa Indonesia was also gained by teacher 4. The rank of teacher talks was T4, T3, T5, T1, T6, and T2. The rank of students' MLU score was also gained by the same rank, which was the class of T4, T3, T5, T1, T6, and T2. It means that the interaction of the classroom was high when the teacher used more Bahasa Indonesia in teaching receptive aspects of the language and grammar. When the researcher confirmed this to the students, they said that the classroom interaction improved because they felt less lost (available in the questionnaire passed on to the students). This feeling was also gained from the research conducted by Dujmovic (2006). Another reason I gained from the students was because they felt more relaxed when the teacher used Bahasa Indonesia (see questionnaire results). This fact was also found from the questionnaire distributed by Garcia (2008).

**The Occasions when the Teachers Use Bahasa Indonesia**

From the observation and video recording, the researcher not only found the number of utterances uttered by the teachers and the students, but she also found out the occasions when the teachers used Bahasa Indonesia.

### Explaining Difficult Vocabulary Items

Three teachers discussed difficult vocabulary items in the classroom. The vocabulary items were taken from the reading text. Not all of the teachers discussed reading text in the classroom, consequently not all of the teachers discussed difficult vocabulary items. Yet, the three teachers discussing the difficult vocabulary items have different ways of using Bahasa Indonesia. The following is the details:

#### Excerpt 1

T	: Yes, like in this sentence, “How many people are here?” “Approximately forty.” So, approximately means <i>kira-kira, ya</i> . [approximately, okay?] What about devastating?
(Nobody answers)	
T	: The Tsunami in Japan was very devastating.
S11	: <i>Menyedihkan</i> . [Very upsetting] Ma’am?
T	: <i>Meluluh lantakkan, menghancurkan</i> [Damaging]. <i>Ya, kadang ada kesan menyedihkan juga</i> . [Yes, in some contexts, it can mean very upsetting] Next, disrupt, what does it mean?

From the excerpt above, we can see that the teacher tried to explain the difficult vocabulary by first putting it into a context. When the students still did not understand or were still mistaken in answering the meaning, she turned into Bahasa Indonesia. This excerpt reflects what happened in the research done by Dujmovic (2006), Nazary (2008) and Anh (2010). They found out that L1 was helpful in explaining difficult vocabulary item by switching directly to L1 and by doing so, the teacher could save the time.

### Explaining Grammar Points

All of the teachers observed explained grammar in the classrooms and all of them used Bahasa Indonesia, though not always, in explaining the grammar. The followings are the examples of the teachers using Bahasa Indonesia in explaining grammar:

#### Excerpt 2:

T	: Great. <i>Sebelumnya, kita kenali dulu connectors atau penghubung</i> [Previously, let’s find out the connectors] adjective clause. There are who, whom, which, and that. Who <i>buat apa? Berkaitan dengan apa?</i> [What is who for? Related to what?]
(nobody answers)	
T	: Ok, who <i>itu untuk menggantikan</i> subject. [ok, who is for replacing subject]. <i>Contoh</i> [for example]: The woman teaches Math. She is my aunt. <i>Ada tidak kata yang mengarah kepada orang yang sama?</i> [Is there any word referring to the same person?]
Ss	: The woman <i>sama</i> [and] my aunt.
T	: Very good. <i>Nah kita ganti salah satunya. Kita tutup kata she ini</i> . [Ok, let’s change one of them. Let me close the word she] <i>She di sini sebagai</i> [She here functions as] subject <i>atau</i> [or] object?
Ss	: Subject.

The above excerpt was taken from classroom observation of T1. It showed that the teacher used Bahasa Indonesia in explaining grammar. This very important role of L1 was also shown in the

same case in the research done by Garcia (2008). Garcia states that by using L1 in teaching grammar, the students felt less lost.

### ***Making Jokes***

Besides explaining difficult vocabulary items and grammar, Bahasa Indonesia was also used by teacher to make jokes. The same thing happened in the research of Anh (2010). The teacher used Vietnamese to make jokes and their reason was to make students felt more relaxed. The following is the example:

#### **Excerpt 3:**

T : Keep practicing, then you will have good capability. *Kalau mau pinter Bahasa Inggris ya harus sering latihan. Ohya, Miss ada cerita. Kalian sambil mengerjakan, ya. Suatu hari ada guru Bahasa Inggris bilang ke siswanya:* [If you want to be fluent in speaking English, keep practicing. Oh, I've got a story. You keep doing the exercise, okay? One day, there was an English teacher talked to her students:] If you want to be a good speaker of English, use English all over the time. Do not be afraid of being called as arrogant or anything else. One of the students tried hard to do what the teacher said. And a week after that, the student came to the teacher and said, "Miss, I have done your suggestion. Even I have a dream in English." And the teacher said, "Great. So what was your dream about and what did you say?" "Miss, I have told you that the dream was in English so I can't tell you cause I don't understand!"

(only 2 students laughed)

T : *Eh, gak lucu ya?* [not funny, eh?]

Ss : *Gak ngerti, Miss.* [don't understand, Miss]

T : *Iya jadi gurunya bilang kalau mau pinter Bahasa Inggris, harus sering praktek berbahasa Inggris. Lalu ada murid yang mengaku sudah menjalankan saran si guru sampai-sampai mimpi pun dia berBahasa Inggris. Lalu gurunya mengetes dengan nanya mimpinya tentang apa. Si murid jawab gak tahu mimpi apa, kataya, kan dalam Bahasa Inggris, jadi dia gak ngerti.* (the teacher translated the story above).

(Ss laughed)

The excerpt above was taken from the observation of T2. She tried to make a joke in English, but only few students understood. Therefore, she repeated the joke in Bahasa Indonesia, and the students laughed. This kind of joking could also relax the students.

### ***Giving Suggestions on How to Learn More Effectively***

In my experience, almost all teachers usually gave suggestions on how to learn more effectively. But unfortunately, in the observation only two teachers suggested the students to learn more effectively. The followings are the utterances:

#### **Excerpt 4:**

T : *Kalau kalian ingin nilai TOEFL nya besar, yang penting adalah latihan. Banyak kok buku-buku TOEFL dijual. Nah, latihan aja, nanti kalian sendiri akan menemukan polanya.*[If you want to get higher score of TOEFL, the most important thing you have to do is practicing. There are so many TOEFL books available at bookstores. You practice using them and later you will get the patterns].



The teacher suggested the students to practice a lot if they wanted to get higher score of TOEFL test. Giving suggestion in L1 was found very effective and it was found by Miles (2004).

***Giving Classroom Instruction***

Some teachers, not all of them, used Bahasa Indonesia in giving instruction. The instruction giving varied. Some teachers directly used Bahasa Indonesia in instructing the students to do something. Some other teachers used English first and then followed by the version of Bahasa Indonesia. Interestingly, T2 always used classroom instructions in English and the reason was because from the beginning of the meeting, she provided the classroom instructions that she might use to the students and also gave them the meaning of the instructions. The followings are the examples of instruction giving in Bahasa Indonesia:

**Excerpt 5:**

T : *Sok ke depan, siapa yang bisa mengerjakan.*[Those who can do this, please come forward]

The excerpt above is taken from the classroom observation of T1. She asked the students who had done the task to come forward and wrote the answer. But unfortunately, from the transcription of the video recordings, the researcher found that the teachers still overused Bahasa Indonesia in their teaching especially in giving classroom instruction. The following is the list of the overuse Bahasa Indonesia in giving classroom instruction:

**Table 3 The Overuse of Bahasa Indonesia in Giving Classroom Instructions**

<b>Kinds of Classroom Instructions</b>	<b>Indonesian Expressions (the overused ones)</b>	<b>English Expressions</b>
Warm Up Chats	<ul style="list-style-type: none"> <li>- <i>Hai</i></li> <li>- <i>Gimana kabarnya?</i></li> <li>- <i>Akhir pecan kalian menyenangkan, kan?</i></li> </ul>	<ul style="list-style-type: none"> <li>- What's up?</li> <li>- How's your weekends?</li> <li>- Was it fun?</li> </ul>
Direct Instruction	<ul style="list-style-type: none"> <li>- <i>Kumpulkan bukunya!</i></li> <li>- <i>Angkat tangan, yang bisa jawab</i></li> <li>- <i>Tolong nyalakan proyekturnya</i></li> </ul>	<ul style="list-style-type: none"> <li>- Submit your book!</li> <li>- Raise your hands for those who can answer my questions!</li> <li>- Turn on the projector, please!</li> </ul>
Directions for Activities	<ul style="list-style-type: none"> <li>- <i>Ayo, kerja berkelompok!</i></li> <li>- <i>Kerja berpasangan!</i></li> <li>- <i>Kerjakan latihan 7!</i></li> </ul>	<ul style="list-style-type: none"> <li>- Work in group!</li> <li>- Work in pairs!</li> <li>- Do exercise 7!</li> </ul>
Transitions	<ul style="list-style-type: none"> <li>- <i>Ok, kita istirahat dulu, ya!</i></li> </ul>	<ul style="list-style-type: none"> <li>- Ok, let's have a break, now!</li> </ul>
Feedback	<ul style="list-style-type: none"> <li>- <i>Jawaban yang bagus!</i></li> </ul>	<ul style="list-style-type: none"> <li>- Great answer!</li> <li>- -It is not wrong, but the</li> </ul>

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	- <i>Tidak salah, tapi yang lebih pas jawabannya adalah...</i>	better answer is...
Checking Understanding	- <i>Apa yang bisa kamu simpulkan dari paragraf 2?</i> - <i>Jadi, jika subjek noun-nya human, connectornya apa?</i>	- What can you infer from the second paragraph? - So, if the noun subject is a human, what's the connector?

The categorization of the table was cited from Weddel 2008. The above table showed that L1 was still overused by some teachers. The same findings were also found by Anh (2010).

To gain the reasons of the teachers used Bahasa Indonesia in the classroom and find out their view on it, the research conducted interviews to the six teachers. The interviews were recorded and transcribed. After being transcribed, the transcriptions were given again to the teachers as member check to ensure their validity and reliability (Alwasilah, 2006).

***The Percentage of Bahasa Indonesia in EFL Classes***

Three teachers answered the same amount which was 50%. Two other teachers said that it was 30%. The other one said that it depended on the students she taught. For this level (English 2) approximately she used Bahasa Indonesia about 40%. The researcher inferred that the use of Bahasa Indonesia in EFL classes is not more than 50%. It was in accordance with the finding of Nur Syafenah (2008).

***The Reasons of the Teachers Using Bahasa Indonesia in EFL Classes***

T1 said that she used Bahasa Indonesia to translate difficult reading text. She did not translate it directly to the students, but translated with the students. T2 said that she used Bahasa Indonesia for explaining difficult vocabulary (Anh (2010), Mahmoudi (2011). Firstly she would try to explain the vocabulary by making a sentence or in context. But when the students still looked puzzled, she translated the word to Bahasa Indonesia. She also used Bahasa Indonesia to make a joke (Miles, 2004) and (Anh, 2010). T3 used Bahasa Indonesia to check for students' comprehension (Dujmovic, 2006). He asked the students to present what they understood from the text. The presentation of their reading result had to be both in English and in Bahasa Indonesia. The reason was because he believed that sometimes students had the taught in mind but they found difficulty expressing it. T4 used Bahasa Indonesia to motivate the students. T5 used Bahasa Indonesia to answer the embedded questions from a reading text. She only allowed the students to use Bahasa Indonesia in reading section. T6 and actually all of the teachers stated that it was unavoidable to use Bahasa Indonesia to teach grammar (Miles, 2004), (Dujmovic, 2006), and Anh (2010). From the data above, the researcher concluded that explaining grammar is the most dominant reason of the teacher using Bahasa Indonesia in EFL teaching. The research carried out by Miles (2004) reflected the same results.

***The Teacher Tolerates Students to Use Bahasa Indonesia in Answering Teachers' Questions***

Almost all of the teachers said they tolerated it, but T5 said except for speaking section. T4 added that she would not help students to translate the whole sentence when she asked students

to make sentence, but she would kindly help the students if they asked the English version of a word. The result was in accordance with the finding of Blyth cited in Turnbull and O’Cain (2009) and (Liu, 2008).

***The Use of Bahasa Indonesia Judiciously Can Be Implemented in Any Level***

Mostly teachers said that the use of Bahasa Indonesia in judicious way could be implemented in any level, but T4 said that for the level of English 2, since they were university students, English exposure or more English should be used by the students, yet in fact the students were not ready yet. It was also mentioned by Deller and Rinvoluceri (2002) and Liu (2008).

***Giving Suggestions for More Effective English Learning in Bahasa Indonesia***

All of the teachers said that they shared their experience in English learning with the students to motivate them. The teachers ensured the students that they were also in their condition. And this experience sharing was usually delivered in Bahasa Indonesia. This function of L1 use was also shown by the result gained from the research of Liu (2008), Anh (2010), Mahmoudi (2011). From the interview, the researcher inferred that the use of Bahasa Indonesia in the EFL classroom done by the teachers was not more than 50%. Almost all of the teachers could not avoid using Bahasa Indonesia for explaining grammar. Other occasions when the teachers use Bahasa Indonesia were for explaining difficult vocabulary items, checking students’ comprehension, telling jokes, giving suggestions for better learning, and giving classroom instructions.

The following is the questionnaire distributed to the students:

**Table 4 The Questionnaire**

<p>1. Should Bahasa Indonesia be used in the classroom? a. Yes (94%)    b. No (6%)</p> <p>2. Do you like your teacher to use Bahasa Indonesia in the class (especially when your teacher explains noun clauses, adjective clauses, and adverb clauses and the difference among them)? a. not at all (3%)    b. a little (14%)    c. sometimes (69%)    d. a lot (14%)</p> <p>3. Why do you think it is necessary to use Bahasa Indonesia in the English classroom? a. to help define some new vocabulary items (e.g., some abstract words) (72%) b. to practice the use of some phrases and expressions (37%) c. to explain complex grammar points (50%) d. to explain difficult concepts or ideas ( 59%) e. to give instructions (20%) f. to give suggestions on how to learn more effectively (23 %)</p> <p>4. If you think the use of Bahasa Indonesia is necessary in the classroom, why? a. It helps me to understand difficult concepts better. (66%) b. It helps me to understand new vocabulary items better. (50%) c. It makes me feel at ease, comfortable and less stressed. (46%) d. I feel less lost. (16%)</p>
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5. Do you think the use of Bahasa Indonesia in the classroom helps you to understand English more (especially in understanding noun clauses, adjective clauses, and adverb clauses)? a. no (6%) b. a little (30%) c. fairly much (52%) d. a lot (12%)
6. How often do you think Bahasa Indonesia should be used in the classroom? a. never (3%) b. very rarely (14%) c. sometimes (73%) d. fairly frequently (10%)
7. What percentage of the time do you think Bahasa Indonesia should be used in the class? Choose one.
Time      Answer
a. 5%      7%
b. 10%     8%
c. 20%     24%
d. 30%     36%
e. 50%     25%

Table 4 above showed the questionnaires. Of the 100 questionnaires given to students, all were returned. It should be noted that participants could choose more than one answer to a question (items 3 and 4), totals add up to more than 100 percent.

***Bahasa Indonesia Is Necessary in EFL Classroom***

The result shows that almost all of the students participated in the study (94%) think that Bahasa Indonesia is necessary in EFL classes. From the data gained, the researcher inferred that Bahasa Indonesia is necessary to be used in EFL classroom. The result done by Dujmovic (2006), Liu (2008) and Ahh (2010) also indicated the same result.

***Students' Feeling when the Teachers Use Bahasa Indonesia***

There were 69% of the students who chose the option of 'sometimes'. It means that the students did not expect the teacher to keep using either of the languages. Interestingly, the number of those choosing the options of 'a lot' and 'a little' is the same, which was 14%. I could infer that the students need the teachers to use Bahasa Indonesia only when it was needed. Anh (2010), Mahmoudi (2011) also mentioned that L1 should only be used sometimes.

***The Reasons of Students Wanting the Teachers to Use Bahasa Indonesia***

The most dominant answer for the reasons of students wanting the teachers to use Bahasa Indonesia was to help define some new vocabulary items (72%). The second highest chosen option was to explain difficult concept or ideas (59%) and then followed by to explain complex grammar points. The least choice was given to option e, which is to give instruction. Since English in Indonesia was taught from elementary schools, so I believe that the students understand classroom talks in English. For this reason, only a few of them choose giving instruction as the activity which was not necessarily said in Bahasa Indonesia. From the data gained, the researcher concluded that students really wanted the teachers to use Bahasa Indonesia when the teachers explain difficult vocabulary items. Many students wanted the teacher to mix the languages was also found in the research done by Nazary (2008) and Emilia (2010).

***Bahasa Indonesia Helps Students to Understand Grammar***

The findings reveal that 52% of the students choose option C which is ‘fairly much’, and 30% choose option B (a little). From the transcription of most classes, we can see that when the teachers switched to Bahasa Indonesia, students started to be active and raised their hands and it showed that they understand the material given. It can be inferred that Bahasa Indonesia helps students to understand grammar fairly much. Miles (2004), Dujmovic (2006), and Liu (2010) also stated that Japanese was really helpful for the teacher to explain grammar.

***The Frequency of the Teachers Using Bahasa Indonesia in EFL Classes as Perceived by the Students***

The percentage of Bahasa Indonesia use by the teacher as perceived by the students is 30% (chosen by 36% of the students). 24% of the students choose 20%. 50% is chosen by 22% of the students. The data shows that most of the students expect the teachers to use Bahasa Indonesia of not more than 50%. From the results of the questionnaire, we can see that Bahasa Indonesia is needed in EFL classroom for several reasons such as explaining grammar, explaining difficult vocabulary items, making jokes, and finally to give instruction in the classroom. Though, giving instruction in the classroom by using Bahasa Indonesia got the lowest score which was 30%. It means that Bahasa Indonesia was not too urgent to be used in giving instruction to the students. Anh (2010), and Mahmoudi (2011) also stated that some teachers overused L1 in EFL classes such as using it for familiar classroom instructions.

Since classroom interaction is defined as verbal exchanges among students and between students and teachers in a meaningful way (Kumara, 2005), it was proven that teacher’s use of Bahasa Indonesia promoted classroom interaction. Classroom interaction could be seen from the highest number of MLU (table 4.2). When the researcher compared table 4.1 which was the percentages of teachers’ utterances in L1, L2 and mix, it was found that the rank was (the highest to the lowest): T4, T3, T5, T1, T6, and T2 respectively, and the same rank was also gained for the students’ MLU score. It indicated that the more teacher used Bahasa Indonesia, the highest classroom interaction would be. The reasons were because the students felt more relaxed and less lost. This findings were also indicated in the research done by Anh (2010) in Vietnamese context and Mahmoudi (2011). The result from classroom observation shows that there is significant relation between the use of Bahasa Indonesia by the teacher and classroom interaction.

From the interview data, T5, whose class had the highest percentage of classroom interaction said that she used Bahasa Indonesia mostly to explain grammar and to give suggestion to the students to learn more effectively. From the transcription of T5 class, she used Bahasa Indonesia mostly for giving classroom instructions. T5 gave instruction in Bahasa Indonesia. Sometimes she instructed the students in English but then she translated it again to Bahasa Indonesia. So, here I could conclude that T5 overused Bahasa Indonesia for giving instruction. The following was an excerpt taken from the transcription of video recording in the class of T5:

**Excerpt 6:**

T : Ok, submit your courseware// <i>Kumpulkan</i> courseware-nya [submit your courseware]//kalau sudah selesai.[If you have finished]// Hai, ayo jangan ngobrol saja.[Stop talking]// <i>Kumpulkan</i> . [submit it]//Submit it.
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The number of utterances in Bahasa Indonesia from the excerpt above was 4 out of 6 utterances. Yet, there were some repetition and translation. Therefore, the researcher considered it to be overused. It means that teachers should use Bahasa Indonesia ‘sometimes.’ It was in line with Ellis (1984), claiming that too much L1 use should be avoided because it could “deprive the learners from valuable input in the L2.”

Hence, the researcher concluded that the use of Bahasa Indonesia in EFL classroom was needed only for several occasions, such as explaining grammar, explaining difficult vocabulary items, making jokes, and a little bit amount for classroom instructions. When the teacher uttered Bahasa Indonesia too much, then it could limit the number of input exposed to the students (Ellis, 2008) and Mahmoudi (2011).

In accordance to the results of some previous research, L1 has many benefits for EFL classes. The benefits investigated were: (a) to explain grammar; (b) to explain difficult vocabulary item; (c) to make jokes; (d) to suggest the students to learn more effectively, (e) to give instruction to the students. For point (c), which is to make jokes, actually it is also to relax the students. Joking can break the ‘ice’ in the classroom, and it could be more understandable when it was delivered in Bahasa Indonesia. The findings of the second research question also emphasized that Bahasa Indonesia was needed in EFL classroom but only for several occasion, not to be overused. The same benefits were gained from the research conducted by Miles (2004), Dujmovic (2006) and Anh (2010).

## **CONCLUSION**

Based on the research findings from the classroom observation and video recording, interview with the teachers, and from the questionnaires given to the students, there were some conclusions to draw. This study investigated two research questions: (1) to what extent does teacher’s use of Bahasa Indonesia in teaching receptive aspects of language and grammar in EFL classes promote classroom interaction? and (2) what are the benefits of Bahasa Indonesia in EFL classes as perceived by the teachers and the students? The findings of the research suggested that there was significant relation between Bahasa Indonesia and classroom interaction. Bahasa Indonesia was helpful in EFL classes only when it was used judiciously. While the benefits of Bahasa Indonesia in EFL classroom as perceived by the teachers and the students were: (1) to explain grammar, (2) to explain difficult vocabulary items, (3) to check students’ comprehension, (4) to make jokes, (5) to give suggestions to the students to learn more effectively, (6) to give complex classroom instruction. Yet, the teachers still overused Bahasa Indonesia, especially in giving classroom instructions which had been familiar to the students. The overuse of L1, as stated by Ellis (1984), has to be avoided because it could deprive the learners from valuable input in the L2. It was expected that this research could inspire teachers to use Bahasa Indonesia in the classroom in a judicious way. The participants involved in this study were only students from six classes and their teachers. The materials were also limited to grammar, reading comprehension, and a little bit listening comprehension.

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