

Chapter Two

Literature Review

This chapter discusses the literature review related to the study. This chapter consists of four parts. First, the researcher explains about *Bahasa Indonesia* in teaching and learning process. Secondly, this chapter presents about the advantages and the disadvantages of using first language in English class. Thirdly, the researcher discusses about the medium of instruction in teaching method. Finally, this chapter also explains about the previous studies.

***Bahasa Indonesia* as the First Language in Teaching and Learning English.**

In English language learning, a teacher can use the first language as the language of instruction which aims to facilitate the teaching and learning activities in the classroom. According to Tang (2002), the use of the first language is helpful to facilitate the learning and teaching of the target language. Nation, Jingxia, and Ramos (as cited in Paker & Karaagac 2015) said that using first language can helps class order, build rapport, and reduce social distance with students. UNESCO (2003) defined first language or mother tongue or home language or community language as a language that one has learnt first, one identifies with or is identified as a native speaker of by others, one language that knows best and one language that uses most. Therefore, the first language shared by the teachers and students can be applied in English language learning.

In Indonesia, *Bahasa Indonesia* is the first language for Indonesian people, used since their childhood (Zaenudin, 2009). In educational context, *Bahasa Indonesia* as the national language is used as the medium of instruction in educational

institutions in all levels. In ESL teaching, Danping (2011) defined medium of instruction as a language that is used in teaching or learning a language including the target language, the students' first language, and a common language shared by teachers and students. Thus, it is commonly found that *Bahasa Indonesia* as the first language is used as the medium of instruction in teaching and learning English.

Meanwhile, related to the use of English as a medium of instruction, Dearden (2014) defined English as the Medium of Instruction (EMI) as the English language to teach academic subjects in countries or jurisdictions where the first language of the majority of the population is not English. In this case, EMI is not fully employed in English classes. It was stated by Agustin, Warsono, and Mujiyanto (2015) that the medium of instruction used by Indonesian teachers is *Bahasa Indonesia*. Therefore, it is understandable when Indonesian teachers use *Bahasa Indonesia* as the medium of instruction in English classrooms. Irawan (2013) said that to facilitate the English teaching and learning process teacher use *Bahasa Indonesia* mixed with the Javanese language as a local language. Irawan also underlined that teachers who use *Bahasa Indonesia* get positive result in teaching. It concludes that *Bahasa Indonesia* can be recommended to be used in English teaching and learning process.

The Advantages of the First Language Use in Teaching and Learning English

There are some discussions on the advantages of using first language in teaching and learning English. According to Permatasari (2014), the advantages of using first language in teaching and learning English have been discussed by many previous studies. It was claimed that *Bahasa Indonesia* as the educational language in all levels in Indonesia is considered as the first language. Therefore, the advantages of

using the first language in teaching and learning English in this research are referred as the advantages of the use of *Bahasa Indonesia* in teaching and learning English.

The advantages of using first language in teaching and learning English are as follows.

First language can be used as a learner's guidance. According to Zachrias (2003), one of the advantages of using first language in teaching and learning English is that using a first language creates a less threatening atmosphere. It means that the use of the first language in the teaching and learning English by the teachers creates a better teaching and learning environment. Furthermore, Meyer (2008) argued that when a teacher uses a first language, it is comforting the language anxiety around students, decreasing the language anxiety, also building self-confidence and motivation for students in the classroom. Besides, the use of first language by teachers in English learning process encourages students to learn English better. It helps students to understand the expression used by the teachers, and they can use the expression with great motivation and confidence.

The use of first language can help the students to understand about the grammar. Students can get benefits from the classes that use first language. It is beneficial for the students when English teachers clarify unfamiliar vocabulary and grammar points using the students' first language in the teaching and learning process (Storch & Wigglesworth, 2003). Besides, Sulistyowati (2006) described that students acquire a foreign language by learning and get the input of grammar rules from the exercises of the target language using mother tongue. Teachers make the students understand by using the first language to explain grammar points, so the students

practice and discuss the structure of pattern using the first language. Finally, the students might get knowledge that they did not understand before.

The use of first language can decrease misunderstanding about the language. The technique of translating is the most usable learning strategy to use in educational setting. It probably happens because a first language translation is clearer and it gives more familiar qualities that are very important in effective definition. According to Swain and Lapkin (2000) a first language can assist the comprehension and memorization of foreign language vocabulary. Then, the use of first language makes students easier to understand the content.

The use of first language is efficient. The use of first language by teachers can help students to use valuable time efficiently in the classroom. Teachers who use first language can help students to use the limited time efficiently with productive communication and activities. It means that the students can get the goal of the target language in minimum time (Atkinson, as cited in Miles, 2004)

The use of first language helps the students in speaking. The use of first language by teachers can facilitate the students in speaking. According to Agustin, Warsono, and Mujiyanto (2015), the first language is used by the teacher to explain about grammar which is needed to support and to improve their speaking ability in English classroom. Besides, Ahmed (2015) stated that vocabulary has advantages to help learners in translating some words and sentences into their mother tongue for better understanding.

The use of first language helps students in understanding the teachers' explanation. Students get the benefits in understanding from teachers when using

first language to give explanation in the learning process. Mardinan (2014) stated that the use of first language in EFL classroom is useful to facilitate the students in their first language to connect to their second language in the learning process and to help the students in understanding of knowledge.

The use of first language might be used to address the students' different ability in English. The use of first language should have the benefit for the students in the classroom. It means that the use of first language can address students in different ability to understand about English. According to Hanakova and Metruk (2017), the use of first language is a solution to help students in increasing their understanding of second language learning. It can be done by addressing and balancing the needs and levels of individual learners.

The use of first language helps the students' comprehension about the vocabulary. The use of first language in English classroom is employed to give benefits for the students in comprehending vocabulary. According to Schweers as cited in Harmer (2009), the use of first language is to facilitate the students to be more comfortable and confident, to check the students' comprehension, and to define new vocabulary.

The Disadvantages of the First Language use in Teaching and Learning English

Besides bringing the advantages, the use of first language has the disadvantages. Permatasari (2014) also mentioned that there are some discussions about the disadvantages of using first language. It will be referred as the disadvantages of the use of *Bahasa Indonesia* in teaching and learning English. The disadvantages of using first language in teaching and learning English are as follows:

The use of first language can become a barrier for the exposure of English. The main disadvantage of teaching English using first language is that it becomes a barrier to English exposure. Based on Zacharias (2003), a first language can be seen as a barrier to English exposure. The reason is that the idea of the use of first language by teachers limits the opportunities for exposing students to English. It means that the more teachers use first language in class, the fewer students get the English exposure.

The use of first language can limit opportunities for students to learn English. For Indonesian students, English is not used as the language in daily communication because some English teachers prefer to use first language. It causes limited opportunities for students to learn English in classroom activity. As stated by Bowen (2004), when teachers use first language, it is like a bad thing that might cause students to gain limited knowledge about English. Besides, it might not encourage students to try hard to practice their competence in using English.

The use of first language can decrease the maximum use of English. As stated by Atkinson (1987), the use of first language by teachers can oversimplify differences between two languages. It may create laziness among students and a failure to maximize the knowledge of English in the learning activity. The students might be accustomed to using first language to answer for the translation. Besides, students prefer to use first language in any situation and ignore the target language since teachers always use first language in teaching English.

The use of first language can make students ignore the use of the target language. According to Fillmore (1983), students who use first language and often

hear teachers using first language in the teaching and learning activity tend to ignore the target language. When the students are accustomed to using first language, their awareness of the importance to use English in their learning might decrease. When it happens to the low motivated students, this situation makes them more demotivated to learn English in their learning process.

The use of first language in English learning hampers the students' speaking skill. The use of first language in English classroom does not only give the advantages, it also has the disadvantages for the students in the learning process. For example, the use of first language can make the students' speaking skill decrease. According to Sahelehkheirabadi (2015), the use of first language hampers the students in English learning. He further said that teachers are not recommended to use first language in teaching speaking and writing.

The use of first language makes students not fully learn English. The use of first language in English classroom makes students not fully learn English itself. According to Hanakova and Metruk (2017), if instead of using a simple explanation in the first language, teachers increase the quantity of target language, it might bring the negative effects of frustration within students. It means that if the teachers still using *Bahasa Indonesia* in English learning, it make the students interest in the learning process. Instead if the teacher using English in the learning process it might makes the students frustrated.

The use of first language makes students tend to use first language. The disadvantages of using first language in the learning process bring the negative effect for students using the first language. Hanane (2016) stated that when students do an

activity in a group and they use the first language, so it makes students tend to use first language frequently.

The use of first language can limit opportunities for English Exposure.

The use of first language makes students have less opportunity in learning English. According to Harmer (2009), the first language limits students in getting English exposure. Teachers need to be aware on the use of first language in English classroom, so that the target language can be learned optimally.

Review of Previous Studies

Many researchers in teaching and learning English conducted study on the use of *Bahasa Indonesia*. The first study was conducted by Fitriani, Prasetyaningsih, and Samad (2017). That study aims to examine the influence of first language used by a teacher in an Indonesian EFL classroom. That study was conducted at SMA Lab School of Syiah Kuala University. The researchers' reason to conduct the research in that school was that there were a lot of students with high achievement. In this study, the researchers also involved six tenth grade students as the participants selected by the teacher. The researchers chose the tenth grade as the research object because they had a transition experience from junior high school to high school. The transition period was considered to affect the insight and ability of students in English. The study used qualitative method to investigate the effect of using Indonesian language in foreign language classes. Furthermore, semi-structured interview was used to collect data in depth. Also, interviews were conducted using *Bahasa Indonesia*, so that the participants understand and answer broadly related to the study. In the context of that study, all participants said that the use of *Bahasa Indonesian* in a

foreign language was still used and could not be avoided. It means that most of the participants agreed to the use of *Bahasa Indonesia* in the teaching and learning in foreign language class because it helps and eases the students in language learning.

The second study was conducted by Karimian and Mohammadi(2015). The study aimed to investigate and to analyze teachers' perceptions on first language use in English class. The most important thing in that research is to make a change of view towards the use of the first language which is considered bad in learning foreign language especially in grammar translation method. The use of the first language in the English as a foreign language class is considered to be hampering students to learn a foreign language. The participants in that study were two groups; the first was twenty teachers from two different schools in Iran. The second one was the twenty teachers who worked together via internet. Most teachers had experienced language learning at an advanced level. That study used an interview to gather the data. Furthermore, description of the phenomenon was used to analyze the data. The result showed that the first group of twenty teachers selected from schools in Iran that the first language was a tool in the process of language learning. Besides, they considered the first language that was a final solution to problems in foreign language learning. The results also showed that the group of teachers who worked with the internet mostly agreed in the use of the first language because it was very supporting in language learning. However, they added, that the use of the first language should not overuse and only use as a facility in learning.

There are some differences and similarities between the previous study and this study. The equality from both of the study and this study are similar in context of

the use of first language in the English class. The first study of Fitriani, Prasetyaningsih, and Samad (2017) was also conducted in Indonesia. The next equation is the criteria of participants from first study and this study are the participants who have high, medium and low level criteria. The second study from Karimian and Mohammadi (2015) also used qualitative method. Then, two previous studies and this study used qualitative as the research design and also used interview as the data collection method. The similarities from the two previous studies show that with the similar setting and method in collecting the data result in similar findings which are the study show the agreement reflected in the advantages of using the first language in the ESL classrooms.

However, there are several differences between the previous studies and this research. The first difference is both of previous studies were conducted at senior high schools level. In contrast, this research was conducted in the university level. The second difference is that the first previous research was aimed to know the influence of using *Bahasa Indonesia* towards students' achievement. The second study was aimed to know the perception of using first language in English foreign language classroom based on the teacher point of view. The third difference is that from the second study is about the context. The study was conducted in Iran and this research was conducted in Indonesia. These differences in the education level of participants and context however do not affect the common basic perception shared by the participants that the use of first language gives contributions in English language teaching and learning.