

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

Language is an instrument for humans in society because language determines individuals. Each language has different characteristics from one and another, as well as English. Language is used to communicate with other people. In this world there are various kinds of languages. According to Goodwyn and Branson (2005), language is the main instrument for humans in society because language determines individuals. Each language has different characteristics from one language to another. English is used as an additional language for its speakers known as *lingua franca* (Mauranen and Ranta, 2009).

Nowadays, English is an international language that connects people around the world. Based on this reason, Indonesia has adopted English as a Foreign Language in Secondary School. The English teacher must put in greater effort to help their students comprehend the subject matter and strive to give the courses significance and worth. Teaching English to students, especially in a country where English as a foreign language is certainly a challenge for teachers. It's difficult for English teachers to teach the English in a nation where the majority of people communicate in their own tongue. As a method of communication, presents a significant difficulty for English teachers. The teacher needs to offer mother tongue as additional language. The mother tongue plays a role in impacting students in mastering the

target language have long been a source of debate in Foreign Language education, particularly with regard to English as a Second Language (Pardede, 2018).

The teachers usually involve their L1, which is Indonesian or local language in EFL classes due to the different ability levels of the students. Mother language is seen to be beneficial for the majority of tasks in the classroom, including picking up new vocabulary terms, elucidating difficult concepts, studying grammar rules, or parts of culture (Pardede, 2018). Classes teaching Foreign or Second Languages, the usage of the mother tongue of the student shouldn't be completely avoided. Using students' mother tongue by using their language judiciously and methodically can be beneficial. In the English as a Foreign Language (EFL) learning, students often use their first language (L1) as a strategy to understand the material presented by the teacher. For those who are taught their mother tongue is very effective in a foreign language, this will make it easier for them to learn the language.

There are many research that have been conducted on the use of mother tongue in English language learning classrooms. Some studies suggest that the use of mother tongue or first language in EFL classrooms will help to benefit the learning process. Some experts opinions, best to limit the use of the mother tongue since it can limit the amount of target language instruction pupils receive. The majority of the time, teachers must be competent to instruct in English in the classroom. They believe that educating EFL students using English as a language of instruction helps them pick up the target language more quickly. This happens because teachers use the language to educate every day, thus increasing students' familiarity with the language. However, teachers may use their mother tongue in urgent circumstances,

such as when teaching complex ideas or concepts, giving examples, illustrating grammar rules, or providing further explanations. Using mother tongue can help language learning at different stages of the teaching-learning process.

Based on the researcher's knowledge during PLP at SMP Negeri 1 Karimun, the researcher found that the teachers and students still uses the original regional language as their first language, namely Malay language in every activity including the learning and teaching process. Malay is used in every student activity and daily life in Karimun. In real practice, many of SMP Negeri 1 Karimun students particularly use their first language when they have discussions with friends inside or outside the classroom. Some people also argue that the use of mother tongue can help students to better understand the discussion, speak more fluently, and dare to express their ideas.

In the other hand, In the EFL classroom rules, students are better off using English or Bahasa Indonesia during the teaching and learning process than using the local language. Based on the debate that exists among education experts over the use of mother tongue as a language of instruction in EFL classrooms, the researcher seeks to find out how EFL Teachers see about this study. The researchers are interested in conducting research on **EFL TEACHERS' PERCEPTION ON THE USE OF L1 IN THE TEACHING AND LEARNING PROCESS AT SMP NEGERI 1 KARIMUN'**. The findings are expected to provide benefit and knowledge or understanding of the L1 in the teaching and learning process.