

## TEACHERS' REASONS FOR ADOPTING THE BILINGUAL APPROACH TO ENGLISH LANGUAGE TEACHING

Yusti Sagita<sup>1</sup>  
Universitas PRGI Yogyakarta, Yogyakarta, Indonesia

[gitayusti39@gmail.com](mailto:gitayusti39@gmail.com)

### ABSTRACT

The use of L1 in foreign language classes still has pros and cons in some circles of education. Although there are still pros and cons, the use of L1 in education, especially in teaching foreign languages, is now increasingly recognized and considered by many people, so it continues to be used. This study aims to find out the reasons for English teachers using L1. A qualitative approach with a case study research design was adopted to explore teachers' reasons and opinions. The findings of this study are based on interview data (semi-structured interview) and observations collected in two junior high schools located in the Special Region of Yogyakarta. This study examined three junior high school English teachers. The results revealed that the teachers had clear reasons for using L1 (Bilingual Approach). The reasons used by the teachers are as follows; (a) to explain the material, (b) for class management, and, (c) because the students' level of English is still limited.

**Keywords:** *Bilingual, EFL Teacher, L1, Reasons, Students*

### INTRODUCTION

The use of L1 in foreign language classes still has its pros and cons in the world of education. Some circles think that the use of full English in English classes has a more real effect and is considered more effective than the use of L1 (Bilingual) in foreign language classes. This is in line with the research by Rathert & Cabaroğlu (2020) stated that some circles argue that the use of L1 could interfere with the learning of L2. So it is better if the use of these languages is separated not mixed because the use of L1 in foreign language classes can interfere with learning. After all, it reduces the time for the use of L2 in the classroom so that the time of using L2 becomes less, it is considered to inhibit students from being able to think more in L2 (target language.) This is also in line with the research of Krashen (1981) and Yohantides (2009) in Shimray & Wangdi (2023) who consider that they did not advocate the use of L1 in foreign language (L2) classes by stating that in foreign language (L2) learning, there should be maximum exposure to the target language (L2) for students to successfully acquire the target language. On the other hand, many types of research argued that the use of L1 in English classes can have a positive impact on students if used at the right time and not excessively (Kaymakamoglu & Yiltanlilar, 2019). This is evidenced by the many studies on the use of L1 (Bilingual in foreign language classes)

according to Üstünel & Seedhouse (2005) Kaymakamoglu & Yiltanlilar (2019) stated that the use of L1 in foreign language classes can save time and facilitate the learning process for both students and teachers. In addition, research that has been conducted by researchers before that the use of L1 can be used by teachers to make it easier for them to convey and explain the material that is difficult for students such as translating vocabulary and other such research conducted by Copland and Neokleous (2011), and Gulzar (2010) in the (Debreli, 2016). L1 can also make it easier for teachers to be able to socialize in the classroom Burden, 2020 in Debreli, 2016).

In Indonesia itself, the use of bilingual or multilingual is quite popular and easy to find. This is because Indonesia is an archipelago that has many regions many different cultures and regional languages (Fauziyyah et al., 2021). Indonesia has more than 700 regional languages spread from Sabang to Merauke. Izzak (2009) with the diversity of languages owned by Indonesia, caused Indonesian people to often be able to use two or more languages, namely local languages and Indonesian. In the world of educational institutions in Indonesia, Indonesian is designated as the language of instruction (L1) in schools Maburi (2021), so L1 in this study focuses on L1 Indonesian because Indonesian is the language of instruction in the world of education and also the national language in Indonesia. This research highlights the use of L1 in English classes, so English here acts as the target language. At the elementary level, English learning is not a compulsory subject before secondary school, one of the reasons for making this policy is to prevent the delivery of English lessons inappropriately with inappropriate language because English teachers in elementary schools are usually taught by homerooms and not native English teaching staff (Irnanda & Sarair, 2022). While at the junior high school level teachers usually deliver material using English and Indonesian, the use of two languages in the classroom is called as bilingual. According to Grosjean (2010), bilingualism or code-switching is the use of two languages alternately, speakers make a complete language switch from one language to another for a word, phrase, or sentence which then returns to the original language.

If students in elementary school do not learn English at all, it is likely that at the secondary school level, they can experience difficulties such as anxiety and unwillingness to speak English Lamb (2007). In addition, students' ability to speak English also be less because if in elementary school they have not received English there is a possibility that students cannot even know the basics of English such as basic vocabulary. The acquisition of vocabulary knowledge is something that is the basis for success in learning English and has a very important role when learning foreign languages Schmitt and Carter (2000); Schmitt (2008) (Mohan Singh 2023). In previous findings, there has been quite a lot of research related to L1 or bilingualism. It was found that foreign language teachers are usually more pragmatic than L1 teachers because it may be caused by the lack of L2 competence ability of students Dalton-Puffer (2007) in (Barón et al., 2020). Later research examined how much, when, how, and why teachers in Turkey use L1 in their English classes, the results showed that teachers in Turkey use L1 in English classes for several levels and purposes such as to give instructions, and provide feedback (Tekin & Garton, 2020). Al Balushi (2020) has examined the reasons and beliefs of teachers and students in Oman regarding the suitability and effectiveness of using L1 in L2 classes, Ramadhaniarti et al

(2018) have examined code-mixing in English classes at SMPN 14 Bengkulu City seen from the teacher's perspective with the results that teachers used code-mixing to explained, gave orders with the aim that students could understand English lessons more easily. From the above studies, it can be concluded that there have been many studies examining the use of L1 and the effectiveness of L1 use in foreign language classes or bilingualism. However, in Indonesia, especially in the Special Region of Yogyakarta, there are still not many researchers who explore the reasons why teachers use L1 in their foreign language classes from the perspective of bilingualism. This is the novelty and gap of this research from previous studies. From several explanations and existing problems such as the use of L1 is still a pros and cons in the world of education, therefore researcher wants to research the reasons why teachers use L1 in English classes and whether the use of L1 is still considered helpful or not. It is hoped that this research can provide a new perspective for teachers, prospective teachers, and also the community regarding the use of bilingual programs and actually what is the reason behind the use of two languages or language transfer carried out by teachers in learning English.

## **METHODS**

### ***Study Design***

This research uses a qualitative method with a case study design because this research wants to find out more about the reasons why teachers choose to use L1 (Bilingual) in the EFL classroom. More precisely, this study will examine junior high school English teachers in Yogyakarta. Bryman (2004) in Kani & İğsen (2022) stated that to collect data related to the opinions, perspectives, and thoughts of respondents one of the best ways is to use qualitative methods. Therefore, this research uses a qualitative approach because this research wants to know the opinions and perspectives of teachers.

### ***Location***

This research was conducted in two different junior high schools in Yogyakarta.

### ***Participants***

In this study, there were 3 participants. The participants are English teachers in an area located in Yogyakarta. Data were collected from October to December 2023. The selection of subjects or participants and school locations in this study was carried out by purposive sampling method with the criteria of teachers who have been teaching for more than five years and graduated from the English department. According to Patton (2015) in Merriam and Tisdell (2016) Purposive sampling is a sampling that is done deliberately in order to explore certain cases that are rich in information so that researcher and others can learn from these cases.

### ***Data Collection***

This research uses two data collection techniques, namely interviews (Semi-structured interviews) and also observation. This is also in line with the definition of a case

study according to Creswell (2013) in Merriam and Tisdell (2016) which states that a case study is a qualitative approach in which researchers can explore a case within a limited scope, through in-depth and detailed data collection involving different and diverse sources of information such as; interviews, observations, report documents, and audiovisual material.

Here the researcher conducted interviews (Semi-structured Interviews) with the participants to find out the teachers' reasons for choosing to use L1 (Bilingual) in their English classes. After the interview, the researcher made observations to check whether what the teacher said was following what was done in the classroom. Both interview and observation sessions were audio-recorded for interviews and video-recorded for observations.

Before data collection, the researcher also prepared a consent form in advance to ask for consent from respondents whether they are willing to be interviewed, and observations. Then whether the respondent was willing during the interview and observation was recorded and videoed. Then the researcher has also prepared an explanation sheet to provide a brief description of the research conducted.

### ***Data Analysis***

The data of this study was analyzed by using Thematic analysis. Thematic analysis is a method used to identify, analyze, and create themes (patterns) in the data to be analyzed. Why use thematic analysis because this method can describe the data set minimally but with rich and detailed results (Braun & Clarke, 2006).

## **RESULTS**

The results also presented relate to the reasons why teachers use the L1 or bilingual approach in their classrooms, this is to answer the research question regarding what are the reasons teachers use the L1 (Bilingual). From this question, the data results were divided into 3 major themes, namely: (a.) teachers use L1 to deliver the materials (b) teachers use L1 for class management (c) teachers use L1 because of students' limited levels of English proficiency.

### ***Teachers' reasons for using L1***

#### ***Using L1 for delivering materials***

Based on the interviews and observations conducted, it was found that one of the main reasons teachers use L1 is to convey learning material which is the main point of learning. Therefore, teachers insert L1 in explaining the material so that students can more easily understand the material presented.

The first teacher (R1) when asked at what times to use L1 or bilingual. Teachers answered that L1 (Bilingual) was used when explaining the material because according to her, explaining the material still requires the help of Indonesian (L1), Especially to explain the theories.

*"When especially when explaining the material, I still use Indonesian, for example, especially if it is a theory, for example, the theory about descriptive, about tenses, for example, still yes, maybe the Indonesian language may be needed by children to clarify their understanding of descriptive material." (R1)*

This was also evidenced when the researcher conducted an observation with teacher 1 (R1) where the teacher explained the material and also conducted a question and answer session using L1/bilingual, here is one form of conversation and an overview of the situation.

*T(Dialogue 1) : "Receiver artinya apa?"*

*S(Dialogue 2) : "Penerima bu."*

*T(Dialogue 3) : "Writer artinya apa?"*

*S(Dialogue 4) : "Penulis"*

From this, the researcher can see that the use of L1/bilingual and repetition can help students to more easily understand and remember what the teacher means. Furthermore, Teacher 2 (R2) during the interview session said that L1 is needed as an introductory language to explain the material so that students can better understand what is being explained. Because R2 considers that students experience difficulties if the teacher uses full English when delivering the material.

*"Children can't understand all the English there, so we need to use L1 for what\* as a connector so that children can also understand what the material means, what the teacher is saying so that (R2)."*

What Teacher 2 (R2) said in the interview was also in line with the situation in the classroom. The researcher found it when making observations where the teacher was seen using L1/bilingual to explain the material. The following is a conversation between the teacher (T), and students (S).

*T(Dialogue 5) : "Orang tua kita mencintai kita, orang tua bahasa inggrisnya apa"*

*S(Dialogue 6) : "My parents"*

*T(Dialogue 7) : "mencintai (love) siapa? Love he atau Love us?"*

*S(Dialogue 8) : "US."*

*T(Dialogue 9) : "Next, kalau they objectnya apa?"*

*S(Dialogue 10) : "Them" jawab siswa.*

From here it can be seen that slowly students have begun to understand what was explained earlier with the teacher's strategy of using L1 and English alternately and also giving students example sentences.

Then Respondent 3 (R3) explained that R3 used L1 or bilingual when explaining the materials and when giving orders or instructions so that students could better understand what the teacher was talking about and what the teacher meant.

*"Yes, explaining the material, and sometimes giving orders. If they do not understand, we use Indonesian."*

During the observation in teacher 3's class (R3), the researcher also saw that teacher 3 did use L1 or bilingual to explain the material to students, along with some examples of conversation data and descriptions of events.

*T (Dialogue 12) : "My parents have three children, orang tua saya memiliki tiga orang anak. Kalau anak orang tua saya laki-laki saya sebut apa?" (R3)*

*S (Dialogue 13) : "Boy!"*

*T(Dialogue 14) : "Ini hubungan keluarga yang kita bahas.Boy itu memang anak laki-laki iya, tapi itu bukan untuk menyebut hubungan keluarga kalau disini nah ada hubungan keluarga dengan saya. Berarti kalau anak laki-laki dari orangtua saya yang laki-laki adalah saudara laki-laki saya. Nah saudara laki-laki itu apa?" (R3)*

*S (Dialogue 15) : "Brother"*

From the form of the conversation, it can be seen that the teacher provides another sparking question for students. Here some students try to answer the teacher's question but the student's answer is not correct by answering "Boy" which can be seen in dialog 13.

#### *Checking Students' Understanding*

After explaining the material for a while about the parts of a letter. Teacher 1 (R1) then asked students for their understanding, here the role of using L1 was also needed because the teacher used L1 in asking whether students had understood or not.

*T (Dialogue 22) : "Paham belum?", (R1)*

*S (Dialogue 23) : "Paham."*

Teacher 2 (R2) also uses L1 (Bilingual) when asking students' understanding of the material that has been taught previously, this is evidenced by the data obtained during the observation. After finishing singing, the teacher then checks students' understanding of the material that has been taught previously.

*T(Dialogue 24) : "Now we are going to learn about pronoun yang kemarin kita sudah kita sudah bicara tentang pronoun, masih ingat tidak pronoun itu apa?" (R2)*

*S (Dialogue 25) : "Kata ganti bu."*

Teacher 3 (R3) when checking students' understanding used L1. After answering the students' previous question the teacher confirms understanding by using L1 whether they understand the explanation.

*T (Dialogue 28) : "Oke. Bisa diikuti?" (R3)*

*S (Dialogue 29) : "Bisa bu."*

#### *Using L1 for Class Management*

The second major theme was class management. All respondents had fairly similar answers when asked about why and at what times they used L1 in their classes. So far, some common points have been obtained and the most frequently mentioned during interviews and observations. The point is that teachers use L1 in their classrooms in crucial situations such as to give instructions and reprimand students, both points can be grouped into one theme, namely classroom management.

### *Giving Instructions*

When giving instructions to students, teachers sometimes need L1 assistance.

*"In my opinion, it's important even though not all children know everything that is said, sometimes I say English then I still follow it with Indonesian to clarify what instructions I say." (R1)*

Teacher 1 (R1) uses L1 (bilingual) to give instructions to students this is done at the beginning of the lesson when students are opening the LKPD book they brought, then the teacher (R1) gives instructions.

*T (Dialogue 30) : "Turn to page 34!.Buka halaman, thiry four berapa?" (R1)*

*S (Dialogue 31) : "Tiga puluh empat bu".*

*T (Dialogue 32) : "Nah tiga puluh empat, buka halaman 34."*

As seen in dialog 30 in this section the teacher did not immediately translate all but conducted a question-and-answer session interaction with students first by asking what number thirty-four is in Indonesian. Students were finally provoked to try to answer by saying "thirty-four" which can be seen in dialog 31 above.

Furthermore, when conducting observations with teacher 2 (R2), the teacher used L1 or bilingual to give instructions to students.

*T(Dialogue 33) : "semua tulis disini saja di buku LKPD kalian, kamu tulis bahasa indonesianya biar paham!" (R2)*

Giving instructions using L1 (Bilingual) was also carried out in teacher three class (R3) when the researcher made observations in teacher three class (R3) the teacher was seen several times using Indonesian (bilingual) when giving instructions to students.

*T(Dialogue 34) : "Oke kemudian dibuka lagi lipatnya terus ditulis lagi di bagian atas lipatnya tuliskan noun. Oke sekarang make a line satu atau dua garis paling atas." (R3)*

Students followed the instructions given by the teacher and were seen busy with their respective work. Based on data on teachers using L1 (bilingual) in giving instructions to students from the data above it can be said that the use of L1 (Bilingual) in giving instructions or assignments to students can be said to be effective.



### *Reprimanding the students*

Teachers also use L1 or bilingual to reprimand students who are not paying attention. As previously known, most students are still lacking in English. So when reprimanding, teachers often choose to use L1 or (Bilingual). The following is the evidence obtained during the observation.

When making the second observation with the first teacher (R1) in the middle of the lesson the class atmosphere seemed to be not conducive because the students were busy themselves when the teacher was explaining in front of the class. The teacher finally reprimanded the students, here the researcher saw the teacher reprimanding the students using Indonesian (L1).

*T (Dialogue 35) : "Nah kita lihat sini! Ayo yang belakang! Ayo yang nulis-nulis lihat kesini."  
(R1)*

Similarly, when making observations in the second teacher class (R2) the teacher also used L1 when reprimanding students.

*T (Dialogue 36) : "Kamu ngapain sih? What are you doing there?" (R2)*

The third teacher (R3) is also seen quite often reprimanding students using L1 when the teacher will explain, the class atmosphere is still in a crowded state and not conducive so the teacher reprimands students to focus on the front.

*T(Dialogue 38):" Yok fokus kesini ya!" (R3)*

### ***Students' Limited Levels of English Proficiency***

Two of the three respondents stated the same thing regarding one of the main factors underlying the reason why teachers use L1 or bilingual is that currently there are quite a lot of children who have not received English during elementary school, thus making students still not familiar with English and causing students' English skills to be lacking because they have not received the basics in elementary school. This is in line with what was described by Respondent 2 (R2) who stated that the input received by students is still lacking in learning English. The following is evidence of teacher 2 (R2)'s statement.

*"Because the children here, yes, from the input it is indeed what low. Besides that, for the learning of English in elementary school, it was never learned that." (R2)*

R3 or respondent 3 also stated that many current grade 7 students have not learned English during elementary school, which results in students in the future Junior high school students do not know the basics of English themselves so the teacher must start all from the basics/beginning.

*“The factor is that their basic is almost non-existent, not all elementary schools teach English continuously, so if here it is automatic from the basics, well that's just the speed of their learning.” (R3)*

Here the data obtained from 2 out of 3 teachers said that one of the reasons they use L1 (Bilingual) is because there are quite a lot of students in elementary schools who have not received English so teachers use L1 (Bilingual) in the hope that students can more easily understand the material and can help students.

### ***Students' lack of basic knowledge of English vocabulary***

Students' lack of vocabulary is also one of the most common and frequently encountered issues when teachers are asked about the reasons for using L1 or bilingual in the classroom. This can also be linked to the previous reason, which is that quite a several students have not had English lessons in primary school, so their English language skills and vocabulary are limited. Respondent 1 (R1) said that writing ability can also be affected by students' lack of vocabulary.

*“For writing, it is mainly vocabulary, limited vocabulary” (R1).*

On the other hand, respondent 2 (R2) stated that children today have it easy with the advancement of technology. They also interact more with their cellphones, but there are quite a lot who rarely learn English through videos, reels, or TikTok that they see every day.

*“His vocabulary is lacking because of what, because he rarely studies maybe videos on YouTube about English learning materials or doesn't just learn like reels that are good or usually Tik-Tok songs, if he is as long as he often listens like that, he can do it” (R2).*

R3 (Respondent 3) said that laziness can also make students less interested in learning English so it can also have an impact on their vocabulary mastery if they do not want to learn, try and pay attention.

*“If yes, if yes, laziness is just the, yes, if they were still yes because their vocabulary was limited, then what they feel is difficult and then want to talk can't want to write the term also can not, so it continues to be in all directions to the obstacle.” (R3)*

The teacher's answer from the interview proved that the lack of vocabulary was one of the obstacles for students, making teachers inevitably use L1/bilingual in their classes.

## **DISCUSSION**

Every teacher must have their own reasons for choosing what kind of teaching method is suitable for their class, including the selection of bilingual methods in teaching English. In this study, we found several things that underlie teachers in using L1 (Bilingual) in their English classes. These reasons are then divided into 3 major themes, namely (a) for delivering materials, (b) for class management, and (c) for students' limited levels of English proficiency. These findings can answer the research question in this study regarding what

are the reasons for teachers to use L1 (Bilingual) in English classes. This study also has some similar findings such as research conducted by Tekin & Garton (2020) found that the purpose and reasons for teachers to use L1 are (a) giving instructions, (b) giving feedback, and (c) asking questions. Teachers' reasons (a) student proficiency levels (b) achieving curriculum targets, (c) saving time, (d) teaching specific materials.

The findings of the research conducted by Tanrıseven & Kirkgöz (2021) found that teachers use L1 for reasons (a) to explain grammar and difficult vocabulary (b) to manage the classroom (c) to give instructions (d) to check students' understanding and building a friendly classroom environment. From some of the findings of previous research, some points had similarities and some differences with this research findings. Hence, this discovery of this research confirmed that the use of L1 was used by teachers for some reasons, including teaching materials, managing the class, giving instructions, and checking students' understanding. In terms of efficacy, teachers considered the use of L1 in English classes could be efficacious because of the lack of English skills by its students.

### ***Using L1 for Delivering Materials***

Teachers considered that the use of L1 was important and necessary to explain the materials and to check the student's understanding at the Junior High School level. Teachers need L1 to be a link while studying English so that students more readily understand the content being taught. The finding was in line with previous findings conducted in Turkey found that the use of L1 in English classes can help save time and could facilitate the learning process (Üstünel and Seedhouse, 2005). This was also in line with previous research conducted by Copland and Neokleous (2011) and Gulzar (2010) in Debreli (2016) which stated that the use of L1 by teachers could help to convey and explain material that is considered difficult for students. Kaymakamoglu and Yiltanlilar (2019) found that the used of L1 could facilitate learning activity because it acts as a liaison. However, this study contradicts previous research conducted by Cook (2010) who said that foreign language teaching should be taught exclusively and is best taught with a monolingual approach. The researcher found that teachers consider L1 (Bilingual) to be used in crucial situations that were considered important such as explaining material, teachers use bilingual and L1 to assist in conveying and explaining material to enrich the students' English understanding.

### ***Checking students' understanding, and Class management (Giving instructions and reprimanding students)***

Teachers use L1 to give instructions to students such as opening books, writing, or doing something. The students in class still showed the attitude of paying less attention to their teacher and lack of understanding. So L1 was also used to give instructions, check student understanding, and reprimand students if students were busy in class, did not pay attention to the teacher's explanation, and did not do the assignment. This data was also in line with previous research.

According to research conducted by Debreli (2016), many respondents said that thereasons they have to use L1 in learning English include: 1) Giving instructions during

learning because giving instructions using L1 is considered more effective. 2) The teacher used L1 in learning English to explain complex grammar tasks to anticipate the students' misunderstanding of English. On the other hand, the findings of Auerbach (1993: 14-15) in the Kani & İğsen (2022) suggested that students would begin to think in English and internalize it if they were frequently exposed to, listen to, and use English, this method was the only way to teach English to students if they were forced to use full English as a pedagogical framework.

### ***Student's Limited levels of English Proficiency***

The second key finding was students had not received English lessons in primary school so students' abilities were lacking. Two out of three teachers said that teachers used L1 because quite a lot of students had not received English during elementary school, so students' abilities were still lacking in mastering basic English. The only way was to use L1 in class so that students could understand the material given.

### ***Student's Lack of Basic Knowledge of English Vocabulary***

The next key finding is students' lack of vocabulary. One of the most important obstacles for teachers to implement a bilingual approach in the classroom was the lack of vocabulary that students have. This could hinder student learning both in terms of material understanding and student skills. From the results of the interview, the teacher said that this situation could make it difficult for students to write or speak in English. With the lack of vocabulary owned by students, inevitably the teacher so often translates vocabulary that is considered difficult so that L1 or bilingual assistance is used when teaching so that students understand what the teacher is referring to. This statement was supported by research from Lado, Baldwin, and Lobo in Nation (2003) which stated that there were many ways to teach new vocabulary to students whose abilities are lacking but the most effective way is to translate into their L1. However, this contradicts research conducted by Tsao (2001) in the article of Mirza et al (2012) found that students in Thailand who left school could not read or understand English articles even though they were taught English in elementary or middle school due to the prevalent grammar translation method.

## **CONCLUSION**

The results of this study show that each teacher has a strong reason for using a teaching method in their classroom. One of them is the use of a bilingual method or approach in teaching English. there are several reasons for teachers to use L1 (Bilingual) in their classrooms. first (a) teachers use L1 to explain the material and check students' understanding because students' English skills are still limited, so teachers need L1 help so that students understand. Second (b) teachers use the bilingual approach for class management such as giving instructions to open books, do assignments, etc. then also to reprimand students who are less disciplined or busy themselves in class. because if students are reprimanded using full English it seems that students still do not understand what the teacher is reprimanding so the teacher uses L1 assistance. The third reason (c) is because students' limited levels of English proficiency, two of the three teachers said that currently

there are quite a lot of students who have not received English during their elementary school, so this can have an impact on students' lack of ability and vocabulary. Because of the lack of ability and vocabulary that students have, inevitably teachers must find ways to make students understand and be able to follow English learning well, the method chosen is to use the L1 or bilingual approach.

This study investigated teachers' perceptions and reasons for using L1 in the classroom. Overall, it was found that there are three main reasons why teachers use L1 in the classroom. L1 (Bilingual) is used by the teacher because the teacher considers that the use of L1 is considered important because quite a lot of students do not understand English and their vocabulary is still lacking. Therefore the teacher considers the use of L1 is important and necessary to be used to explain material, give instructions, reprimand students, and check student understanding. These situations are crucial situations where students may not understand what the teacher means if the teacher uses full English. Because of these reasons, it is natural that teachers need and use L1 in their classrooms. The most important thing for teachers is to remain wise in using L1 in the classroom so that in the midst of the student's lack of ability they can still understand English learning with the help of L1 but the portion of the use of L1 should not be excessive so that students are not complacent and instead their skills are hampered due to lack of exposure to L2 in the classroom.

Teachers also said that one of the causes of students' lack of ability to learn English is that during elementary school they quite a lot have not received English learning because English learning is not a compulsory subject. This is also a reason for teachers to use L1 in the classroom because basic English has not been obtained during elementary school. This finding can be a consideration for the government to make English language learning a compulsory subject again in elementary schools. For the limitations of this study, this study used two data collection methods namely interviews and classroom observations. To obtain more comprehensive data, future studies may need to include an additional method such as a collection of documents. Using documentation in addition to interviews and observations would enrich the data and increase trustworthiness.

## REFERENCES

- Al Balushi, H. M. A. R. (2020). The Reasons of Using L1 in ESL Classrooms. *Language Teaching Research Quarterly*, 16, 56–70. <https://doi.org/10.32038/ltrq.2020.16.04>
- Barón, J., Roquet, H., Evnitskaya, N., & Navarro, N. (2020). Pragmatics in Teacher Talk: The Case of Pre-Primary Education. *English Language Teaching*, 13(8), 168. <https://doi.org/10.5539/elt.v13n8p168>
- Braun, V., & Clarke, V. (2006). Qualitative Research in Psychology Using thematic analysis in psychology Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- <http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20%5Cnhttp://www.tandfonline.com/action/journalInformation?journalCode=uqrp20>

- Debreli, E. (2016). Perceptions of Non-native EFL Teachers' on L1 Use in L2 Classrooms: Implications for Language Program Development. *English Language Teaching*, 9(3), 24. <https://doi.org/10.5539/elt.v9n3p24>
- Fauziyyah, R., Awinda, R. C., & Besral, B. (2021). Dampak Pembelajaran Jarak Jauh terhadap Tingkat Stres dan Kecemasan Mahasiswa selama Pandemi COVID-19. *Jurnal Biostatistik, Kependudukan, Dan Informatika Kesehatan*, 1(2), 113. <https://doi.org/10.51181/bikfokes.v1i2.4656>
- Irnanda, S., & Sarair, S. (2022). Learning L3 English Early: A Danger to L1 Indonesian Language Acquisition? *Jurnal Dedikasi Pendidikan*, 6(2), 435–444. <https://doi.org/10.30601/dedikasi.v6i2.3072>
- Izzak, A. (2009). Bilingualisme dalam Perspektif Pengembangan Bahasa Indonesia Negara Indonesia dikenal sebagai negara kepulauan yang Jepang menjajah Indonesia selama ratusan tahun hanya karena ingin yang diperhitungkan di dunia . Secara ke dalam negara kesatuan RI 250 jut. *Mabasan*, 3.
- Kani, Z. G., & İğsen, H. (2022). Bilingual English Teachers' Perspectives on “English-only” policies in an EFL Setting. *Educational Policy Analysis and Strategic Research*, 17(1), 127–141. <https://doi.org/10.29329/epasr.2022.248.7>
- Kaymakamoglu, S. E., & Yiltanlilar, A. (2019). Non-Native English Teachers' Perceptions about Using Turkish (L1) in EFL Classrooms: A Case Study. *International Online Journal of Education and Teaching*, 6(2), 327–337.
- Mabruri, Z. K. (2021). Pengelolaan Bahasa Untuk Pembelajaran Di Indonesia. *NATURALISTIC: Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, 6(1), 1078–1085. <https://doi.org/10.35568/naturalistic.v6i1.1609>
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative Research A Guide to Design and Implementation (4th ed.)*. San Francisco, CA Jossey Bass. - References - Scientific Research Publishing. <https://www.scirp.org/reference/referencespapers.aspx?referenceid=2631333>
- Mirza, M. G. H., Mahmud, K., & Jabbar, J. (2012). Use of other languages in English language teaching at tertiary level: A case study on Bangladesh. *English Language Teaching*, 5(9), 71–77. <https://doi.org/10.5539/elt.v5n9p71>
- Ramadhaniarti, T., Arsyad, S., & Arono, A. (2018). Code – Mixing in English Classes of Smpn 14 Kota Bengkulu: Views From the Teachers. *JOALL (Journal of Applied Linguistics & Literature)*, 2(1), 22–33. <https://doi.org/10.33369/joall.v2i1.5866>
- Rathert, S., & Cabaroğlu, N. (2020). Impact of bilingual practice on EFL learners' self-efficacy. *Journal of Language and Linguistic Studies*, 16(2), 738–756. <https://doi.org/10.17263/JLLS.759288>
- Shimray, R., & Wangdi, T. (2023). Multinational EFL Teachers Perspective of Using L1 in the L2 Classroom. *Mextesol Journal*, 47(2), 0–2.

Tanrıseven, U., & Kırkgöz, Y. (2021). An Investigation into the Teachers' Use of L1 in EFL Classes. *Shanlax International Journal of Education*, 9(S2-Sep), 125–131. <https://doi.org/10.34293/education.v9is2-sep.4377>

Tekin, S., & Garton, S. (2020). L1 in the primary english classroom: How much, when, how and why? *Iranian Journal of Language Teaching Research*, 8(3), 77–97.