

EFL TEACHERS' PERCEPTION ON THE USE OF L1 IN THE TEACHING AND LEARNING PROCESS

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This study focuses on the perceptions of 5 English teachers in the use of the L1 in the teaching and learning process. The purpose of this study is to find out English teachers' perceptions in using L1 during the teaching and learning process at SMP Negeri 1 Karimun. This study used descriptive qualitative research to analyze teachers' perceptions. Data were obtained using observation and interview. Observations were used to find out the activities during the teaching and learning process, then interviews were used to find out more information to describe the perceptions of the teachers. The results of this study show that the use of the first language provides advantages and disadvantages in the teaching and learning process. In this study, the teacher prefers to use English as the language of instruction in the teaching and learning process rather than using the first language (L1) in the classroom. The use of first language (L1) in the teaching and learning process makes students have low speaking skills. According to the teacher, the use of L1 can hinder the learning objectives of the English subject, however it can make students quickly understand the content of the lesson.

Keywords: *English Teaching and Learning Process; L1; Perception*

1. INTRODUCTION

Language is an instrument for humans in their social interaction. Each language has different characteristics from one another that make it challenging for the speaker of a language to learn another language. Language is only used to communicate with other people, but also to show one's identity. In Indonesia there are hundreds of local languages. According to Goodwyn & Branson, (2004), language is the main instrument for humans in the society to reveal their personal identities. Each language has different characteristics from one language to another. English is an international language which is now learned as a second or foreign language in many countries. In some countries English is considered as an important additional language for its speakers known as lingua franca (Mauranen et al., 2016). As an international language, English connects people around the world. Based on this reason, Indonesia include English as a foreign Language in Secondary School curricula. The English teacher must put in greater effort to help their students gain competence in the language and strive to give the courses significance and worthwhile.

Teaching English to students, especially in a country where English as a foreign language is certainly a challenge for teachers. It is difficult for English teachers to teach the English in a nation where the majority of people communicate in their own local and national languages. The major difficulty for the teacher is to do with the method of communication in the classroom from which students can learn from the classroom language used by their English teachers. The teacher needs to consider the use of students' 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). Language is the most common symbol of nationality and it is seen as the main physical sign of a group's identity (Bortone, 2021). Mother tongue or first language is the language that a person is most familiar with and the one they know best. It is often the primary language of a person's thoughts and emotional expressions, and the basic for their communication skills and cultural identity. Mother tongue can varied from person to person and usually determined by the

language spoken in the family and community in which one grew up.

Mother tongue is the language most often used and the first used by individuals (Suliman, 2014). According to Crystal, (2003), when a language begins to surface, it will be thoroughly used in every society. Therefore, it cannot be denied that English has an important role in this era of globalization so that students are able to compete with other countries. 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. 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 issue. The researchers are interested in conducting a 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.

2. RESEARCH METHOD

The method and design of this research is qualitative descriptive analysis method. In conducted her research, the researcher asked the principal for permission to conduct the study. Then, the researcher conducted the observation during EFL Classroom for several times. For data on perceptions, the researcher asked permission to the EFL Teachers for an interview with them. The study carried out in November 2023 at SMP Negeri 1 Karimun, Bukit Senang, Karimun Regency. The subjects in this study were the EFL Teachers at SMP Negeri 1 Karimun, with the number of subjects observed and interviewed was as many as five English teachers. As the data collection methods, the researcher used observation, interview and documentation as the instruments. Research instrument is a tool to collect the data in order to the make the works be easier and get good result (Arikunto, 2010). Documentation is a method used to obtain data and information in the form of archives, books, documents, writings, figures, and images in the form of reports and information that can be used to obtain data and information and images in the form of reports and information that can support research that can support research (Sugiyono, 2015).The researcher used observation sheet to support observation activities and Interview. Meanwhile, for documentation, the researcher took photos during the research and also an audio recorder to record interviews and classroom observation. To obtain data from observation the researcher used observation sheet. This instrument helps the researcher to collect data from the classroom. The focus of the observation sheet was the use of language by teachers in the classroom. In the observation sheet, the language refer to L1 and L2. The observation was conducted until the data was saturated. The following is the the observation sheet used to collect the data in the classroom.

Table 1. The Observation Sheet

No	Indicators	Tick (v) if the teacher does	Note
1	Teachers use their L1 as the language to open Teaching and Learning activities.		
2	The teacher uses L1 to explain difficult concepts.		
3	The teacher uses L1 to give instructions.		
4	The teacher uses L1 when the Student's ask some question.		
5	The teacher uses the L1 to defining new vocabulary.		
6	The teacher uses the L1 to socializing in the classroom.		
7	The teacher uses the L1 to close the lesson.		

The observation was followed by in-depth Interview method. In-depth interview is a qualitative research technique to conduct detailed interviews with a small number of participants. The researcher spent a significant amount of time in conducting these interviews. The interview questions were developed based on the results of the classroom observation. The researcher decided on which of the interview data that need to be followed up with in depth interview. The interviewer and informant are involved for a relatively long time (Wahyuni, 2014). The interview needs a specific guideline to get answers that can achieve the indicators. In this research, the researcher adapt the Interview Guideline by (Suryono & Fauziah, 2015). Interview questions are generally open-ended and lead to a discovery-oriented approach. The in-depth interviews is to obtain detailed information that explains the perspectives, experiences, feelings, and meanings obtained from individuals on a particular topic or issue.

SPECIFICATION OF INTERVIEW GUIDELINE

A. The Language Used by the EFL Teachers's

1. Teachers' rule of using L1 in the classroom.
Question : Do you have any rule to use First Language in The Classroom?
2. The Language used for giving instructions.
Question : What kinds of language that you use for giving insructions in the classroom? -Why?
3. Teachers' Respond when the Students confused with the Instruction or expression by the teacher.
Question : In your opinion, do the students will understand more with your explanations, if you instruct them using L1? -How do you know?
4. The appropriate time to use L1 in giving instructions.
Question : In your opinion, when you should use L1 for giving instruction?

B. Teachers' Perception on using L1 for giving instructions

1. Teachers' opinion in Using L1 for giving instruction
Question : In your opinion, do you agree if EFL Teacher giving instruction in L1? - Why?
2. Teachers' feeling when using L1 for Giving Instructions.
Question : What do you feel when using L1 in giving Instruction?
3. The advantages and disadvantages on the use of L1
Question : In your opinion, what is the Advantages and disadvantages on the use of L1 during Teaching and Learning Process?

Furthermore, according to Dewi (2022), documentation is a method of data collection by examining and analyzing documents made by the subjects themselves or others for research by the subject himself or others for research. In this study, documentation will be made in the pictures of researchers with interviewees as evidence of having conducted interviews which aim to support the research. Researchers used data analysis techniques to manage information gleaned from samples to describe the data obtained with the intention of characterizing the data so that the researcher and others can understand it. According to (Simpson, 2015), data analysis is the act of converting gathered qualitative data into an understandable and interpretable form through a series of steps and procedures. transformed into a kind of justification, comprehension, or analysis of the individuals and circumstances under observation. The results of interviews with respondents were qualitative examined. (Creswell, 2007) states that there are various phases involved in data analysis: (1)Arrange and get the data ready. (2)Go over all of the information. (3)Use a coding approach to start a thorough analysis. (4)Generate a theme description by using the coding procedure. (5)Explain themes using a qualitative narrative framework. (6) Analyze and interpret the information. All the facts studied are presented descriptively to give the reader a thorough understanding of the topics covered. In order to address the research objectives of this study based on EFL teachers' perception on the use of L1 in the Teaching and Learning Process, the researcher concluded this study by analyzing data from observations and interviews.

According to Sugiyono, (2015), data triangulation is a data collection technique that combines various existing data and sources. Then there is source triangulation, triangulation of data collection techniques and time triangulation. (1)Source Triangulation ; Triangulation of sources to test the credibility of data is done by checking data that has been obtained from various data sources such as documentation, archives, and others. (2)Triangulation Technique ; Triangulation technique to test the credibility of data by checking data that has been obtained from the same source but with different techniques. For example, data obtained from observation, then checked by interview. (3)Time Triangulation ; Time triangulation in testing the credibility of data is done by conducting observations, interviews and documentation at different times or situations so that credible data is obtained. Of course, time can affect the credibility of data. When data obtained by interview techniques conducted in the morning when the source is still fresh, it will produce more valid data.

3. FINDINGS AND DISCUSSION

The data from the study is presented starting with a description of the class. EFL classroom observations and then interview sessions were conducted with five English teachers. To analyze the data, the researcher recorded and then transcribed the data obtained during the observations and interviews. Each interview asked several questions. This research finding are the detailed findings for the research questions obtained through observations, interviews, and documentation.

In SMPN 1 Karimun, the research focus in 5 classes (out of 24 classes). The Teaching and Learning process was done in a classroom during observation. There were 29-35 Students in the classrooms. The description of the class as follow Table 2:

Table 2. List of Classroom

No	Teacher	Class	Time	Day/date	Topic
1	T1	8.5	07.52-08.50 WIB	Tuesday, November 28 th 2023	Review previous topic (recount text, etc)
2	T2	9.5	09.30-10.15 WIB	Tuesday, November 28 th 2023	Review previous topic (recount text, etc)
3	T3	7.1	10.37-11.30 WIB	Tuesday, November 28 th 2023	Review previous topic (subject pronun)

No	Teacher	Class	Time	Day/date	Topic
4	T4	7.5	08.50-10.15 WIB	Thursday, November 30 th 2023	Review previous topic (subject pronoun)
5	T5	8.2	10.00-11.10 WIB	Friday, December 1 st 2023	Review previous Topic (recount text)

The researcher's analysis focused on the research question ; what are the EFL Teachers perception on the use of L1 in the Teaching and Learning Process at SMP Negeri 1 Karimun. The findings cover the data about the EFL Teachers Perception on the use of L1 in the teaching and learning process at SMP Negeri 1 Karimun. The participants for the observation and interview for this research are five teachers. The initial of the teacher were mentioned T1, T2, T3, T3, T4, T5. The observation took duration 40-80 minutes (1-2 JP). The teaching and learning process was recorded used a smart phone with the teacher's permission. The observation took duration 40-80 minutes (1-2 JP). The teaching and learning process was recorded used a smart phone with the teacher's permission.

According to observations, interaction in teaching an learning in the classroom was an important aspect. The interaction that occurs between educators and learners in the classroom was one of the things that can improve students' speaking skills. Although L1 used, this could be the beginning of their English skills in simple vocabulary. The answers and questions that surfaced in the classroom make teaching activities more efficient. The interviews with the Teachers took the duration of about 6-12 minutes. The interviews with the teacher were conducted after the classroom observations. In addition to the classroom, interviews were conducted in the teacher's office. The interviewer asked individually and the interview was done in *Bahasa* to make the interviewee feel comfortable and be able to answer the question clearly. The figure about teachers' perception on the use of L1 in the teaching and learning process were explained specifically as the following items:

a. *Teachers' rule in the classroom.*

There is no class that has a rule that requires students to use full English, but they can mix it. During the observation and interview, the researcher found that the First Teacher (T1) did not have an agreement if students were unable to use English fully. She confirmed:

"Kalau untuk aturan masalah proses pembelajaran mengajar kayak menggunakan bahasa Inggris itu biasanya mam tidak ada aturannya, kecuali kalau mereka permisi ke gitu kan ke toilet atau misalnya membuang sampah izin keluar ia harus menggunakan bahasa Inggris tapi tidak ada yang kesepakatan kamu harus kayak gini, harus kayak gini enggak cuman kalau memang mereka ada ada misalnya mau keluar atau misalnya mau bertanya bilang oke speak English gitu kan oke nanti walaupun dia campur aduk gitu."

[There are usually no rules of teaching and learning process using English, except if they excuse themselves to go to the toilet or for example throw garbage out, they must use English. But, there is no agreement that you have to be like this, no, just if they want to go out or for example want to ask a question, they have to use English, even though they are mixed up]

Fifth teacher added :

"Jadi dari awal kita masuk itu sudah kesepakatan jadi memang 50% bahasa Inggris 50% boleh Bahasa Indonesia tapi kalau misalnya mau minta izin ke toilet atau buang sampah atau keluar izin cuci muka itu harus pakai Bahasa Inggris"

[so from the beginning we entered it was an agreement so it was 50% English 50% Indonesian but if for example you want to ask permission to go to the toilet or take out the trash or get permission to wash your face, you have to use English]

On the other hand, before starting the lesson, each class will give instructions to their classmates. Third teacher (T3) emphasized that the rule in the class starts when the lesson is about to begin. The class leaders make sure his classmates are ready to pray. Before starting the lesson, each class has a rule for the class leader to prepare their classmates. The class leader uses English to prepare the classroom before starting the lesson in English, a tradition that has been carried on for many years. Based on the observation, every teacher uniforms the way the class leader and students prepare before the lesson which starts since they are in the seventh grade.

b. Teachers' Respond when the Students Confused with the Instruction or Expression by the Teacher.

Based on the results of the study, all teachers gave explanations using First language (L1) when students were confused with the explanation of concepts and instructions from the teacher. However, there are teachers who use body language and gestures to help their explanations, so that students can understand what the teacher said, by guessing what the teacher says can help students explore their thoughts. Body language has a role in educating students' character. Body Language is expressing in silent form with body, such as eye contact, gestures, posture, smiles, movements, which are important that people use to communicate with each other. In the EFL process during observation, teachers used the body to create a comfortable situation in the classroom. When they wouldn't think anymore and still not respond, the fourth teacher (T4) said that she would instruct the student to open their dictionary and the last step the teacher would use First language (L1).

This was also confirmed by fourth teacher (T4), she said:

"Dilihat bagaimana mam mengajak mereka untuk berpikir dengan action mam dengan bagaimana mam menggaik mereka gitu kan jadi tidak langsung kita berikan. Kita guide mereka dulu kita ajak mereka berpikir mungkin sambil bermain juga sambil ada leluconnya sedikit gitu Jadi di samping mereka tidak tahu, ini kan bahasa orang nah maka mereka harus diwajibkan memakai kamus. Kalau dengan begitu tidak juga bisa seperti tadi ada principle kan spelling 'principal' itu gimana buka dictionary. Mam tidak langsung memberikan tapi mereka yang menemukan dengan begitu ada proses"

[How I invite them to think is with action, you see how i excites them like that. So we don't immediately give the answer in Indonesian directly, not like that. We guide them first, we invite them to think maybe while playing also while having a little joke besides they don't know this is a foreign language, therefore they must be required to use a dictionary so they I don't give it directly but they find it, that's what is called a process]

c. Teachers' Opinion about EFL Teachers when using L1 for giving Instructions

An English teacher uses L1 when there are certain times but not denied they are required to use English when teaching, there are several reasons: first, using English during teaching can make students get used to it, second; it can introduce new vocabulary to students, third, it can make teachers can also improve their English skills. In this study, the researcher found that teachers were not comfortable if they used their first language when teaching, because they were English Foreign Language Teachers. The students required to comprehend their English too during class. Meanwhile, fourth teacher (T4) added that English teachers also follow the rules that the use of English in junior high school is 70% But in reality, this is still not maximally possible because not all classes can be applied to the use of English as much as 75%, especially in grade 7 who are still new to English. Not all elementary schools do not enforce English lessons, so there are still many students who are new to English

But in reality, this is still not maximally possible because not all classes can be applied to the use of English as much as 75%, especially in grade 7 who are still new to English. Not all elementary schools do not enforce English lessons, so there are still many students who

are new to English. She said:

“sesungguhnya guru bahasa Inggris itu tidak boleh memakai Bahasa Indonesia 100% ini tuntutan sesungguhnya bahasa Inggris. Seandainya siswa siswa tersebut masih bisa ngikuti sebagian besar boleh kita ini 75% ini boleh kita terapkan tetapi tetapi apabila sebagian besar anak tidak bisa mungkin bisa kita turunkan 55%.”

[Actually, English teachers cannot use Indonesian 100%, this is the real demand of the English language. If the student can still follow most of the students, we can apply 75%, but if most of the children cannot, maybe we can reduce it to 55%].

d. *The advantages and disadvantages on the use of L1*

This study found that teaching using L1 has advantages and disadvantages. The first advantages is L1 can help teacher when learning time is limited and learning targets must be achieved that day.

“Kan ada tuh waktu-waktu kita hari tu ada yang mesti dikejar atau ada ada yang cepat gitu pokoknya materi ini harus selesai hari ini gitu, nah itu mungkin waktu itulah dipakai mungkin. Lebih banyak ke Bahasa Indonesianya supaya anak-anak lebih cepat pahamnya.”

[There are times of the day that we have to catch up or there is something urgently like material must be finished today, so maybe that time is used L1 maybe. More to the Indonesian language so that student understand it faster]

. The second teacher stated that, there are several advantages and disadvantages used L1 in the teaching and learning, she said that:

“Keuntungannya ya anak mudah mudah memahami materi yang kita sampaikan dan ketercapaian materi itu cepat gitu cuman kalau kekurangannya sekarang, namanya juga mata pelajaran Bahasa Inggris jadi kalau kita tidak menggunakan bahasa Inggris otomatis anak pun tidak ada dapat ilmu penggunaan bahasa Inggris itu karena kita sebagai guru. Percaya anak itu hanya menggunakan bahasa Inggris di sekolah tidak di rumahnya seperti itu jadi harus Fifty-fifty tetap menggunakan bahasa Indonesia juga dan bahasa Inggris untuk improve pengetahuannya”

[student easily understand the material we convey and the achievement of the material is fast. The name is also English subject so if we don't use English automatically the children don't get the knowledge of using English because we as teachers. Believe that children only use English at school not at home like that so it must be fifty-fifty still use Indonesian as well and English to improve their knowledge]

This study focus on the Teachers Perception on the use of L1 in the Teaching and Learning Process at SMP Negeri 1 Karimun. All the data got through interview and observation with five EFL Teacher from SMP Negeri 1 Karimun. This research has one of research question discussed, what are the teachers perception on the use of L1 in the teaching and learning process at SMP Negeri 1 Karimun. Observation and interview that has been made by the researcher. The EFL classroom is in a good condition. The students respect the English teacher. When the teacher explains the material, they listen and are excited. They complete the tasks given by the teacher. They also answer when the teacher asks questions. The teacher stated that the use of English cannot be done evenly because it depends on the ability of each class, the most important thing is that they understand even though they have to use L1 as an auxiliary language. There are also teachers who use body language first before using L1, this is so that students can explore what the teacher means.

Based on the results of the interview related to the research question, the five EFL teachers have similar responses in their opinion about using L1 in the classroom. All five

teachers agreed on the importance of using L1 during learning. Such use L1 helps the teacher in explaining the material more clearly so that students can understand it faster. It provides explanations to learners so that they are more comprehend in understanding the learning materials well. The use of first language is very helpful for teachers in explaining the material, especially in classes that have a low level of understanding of English. In addition, it will make students feel more comfortable to express their thoughts and reduce their anxiety and fear during the learning process. The use of first language (L1) by teachers has benefits in building their English skills. According to the five teachers, using L1 can save time when there are short learning hours. First language (L1) can help students to use the limited time efficiently with productive or communicative activities (Pratiwi et al., 2022). According to the EFL teachers, using the L1 can influence students' English language skills.

They can know new vocabulary and can communicate grammar points especially when teachers deliver materials using L1 in the teaching process (Storch & Wigglesworth, 2003). The use of two languages or better known as code-switching and code mixing cannot be avoided in teaching and learning activities in schools that are still thick with first language, code-switching is used by someone so that they can adjust the language code according to the situation. The first participant believed that the use of first language will make students faster in responding, as she said in class. In this research, it was found that *Bahasa* as First Language teachers can use to increase students' learning motivation. One teacher mentioned that using first language can help them get closer to students because it is communicative to hone their speaking skills by using a mixture of Indonesian and English. L1 is used by English teachers to explain about grammar, to support, and to improve students' speaking ability (Agustin et al., 2015). This finding showed that the third participant believed first language is very helpful for teachers when lesson hours are limited, using Indonesian and students are required to understand quickly. *"Use Bahasa when there is a situation that requires students to be quick in doing tasks"*. On the other hand, Ahmed (2015) says that the use of vocabulary in the first language is also beneficial to help students during the teaching and learning process to understand words better. It can be interpreted to mean that the use of Indonesian supports students in improving their foreign language speaking skills.

The participants also give their opinion of teacher using first language in teaching and learning process. The second participants stated that *"I disagree if an English teacher uses full Indonesian, it's to improve the teachers English to, it's to train the teacher's English as well, so besides the students the teacher also learns because a foreign language if not often used will be difficult to learn again."* In addition, the fourth teacher stated that, before giving answers in the form of Indonesian to students, it is better for teachers to give gestures or body language first so that students can explore the meaning of the vocabulary referred to by the teacher *"If English is difficult for students, they can gradually use mixed language. If they are still confused, we can give body language, if it still doesn't work, we use Indonesian"*.

Burgoon's (2011) theory states that body gestures consist of two kinds, namely dynamic gestures and static gestures. The first type is dynamic gestures which are usually related to body movements, head language, hand parts and other parts. The second type is static gestures which are usually related to body parts, objects attached to the body, social status in society, and objects owned by a person. Teachers' gestures greatly affect the information that students will receive from a given lesson and when teachers change their gestures, students want to do the same, it may be better for teachers to use gestures in a structured and purposeful way so that the message they want to convey is accurate (Hostetter et al., 2006). In addition, rewarding students when EFL Teaching and learning process and giving them appreciation is essential to motivate them. Students need to be continuously motivated because when they make mistakes, they are in the process of growing. Giving appreciation in education can help students boost their confidence, their spirit, and also discover their potential. This was also confirmed by Third teacher (T3): *"Memang udah bisa Bahasa Inggris tentu ada rewardnya rewardnya nanti bisa kalau sebelum-sebelumnya sih mam bawa kaya mungkin susu kotak ke dalam kelas atau setidakny mungkin dikasih + di Namanya nanti ketika ada mungkin sudah perekapan. Nilai itu ada nilai tambah"* (*students can speak English, of course there will be rewards.*

Previously, I brought milk into the classroom or at least gave + in the name later when there might have been a final score recap. There is added score). When intrinsically motivated students were given praise as a reward, their motivation was enhanced. In addition, when a person is rewarded more for what they do in a given situation, that person will give better effort. (Deci, 1972) stated that the type and amount of rewards affect motivation and performance.

4. CONCLUSION AND SUGGESTIONS

In this research, the researcher aimed to find out EFL teacher perception on the use of L1 in the teaching and learning process. The discussion evaluated the perception of five English Teacher at SMP Negeri 1 Karimun. According to the result of data analysis, this research found that use L1 gives the advantages and the disadvantages using L1 in the teaching and learning process. In this research, the teacher more prefer to use English as the Language in the teaching and learning process rather than using L1 in the classroom. Using first language (L1) during teaching and learning process made student low in speaking ability. According to the teacher, using L1 can hinder the learning objectives of English but can make students quickly understand the content of the lesson.

They agree that the use of mother tongue plays a very important and indispensable role in English language teaching, especially in EFL classes. It helps teachers provide clear understanding to students and makes students better understand the teacher's explanation. The researcher found three findings related to the EFL Teachers' perception on the use of L1 in teaching and learning process. Firstly, the researcher found that the use of L1 helps the teacher and the student to effective in communication during teaching and learning. It means that first language make their easy to communicate in limited learning hours. Secondly, the teacher use L1 when their student not responding their question or instruction in classroom. Thirdly, the teacher use of L1 to explain difficult concepts. Furthermore, the teacher mentioned that the use of L1 helps students comprehend about the material.

Other researchers might conduct the same topic in the future which is about the EFL Teachers' perception on the use of L1 in the teaching and learning process. The researcher realized this study has many flaws. Therefore, other researcher can explore more aspects about the use of L1 in the teaching and learning process and can conduct using different research method.

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