

CHAPTER I

INTRODUCTION

A. The background of the Study

English has already been enclosed in curriculum in Indonesia as a main subject to learn. Mattarima & Hamdan (2011:287) states that the English curriculum is a part of school-based curriculum, endorsed by the Department of National Education of The Republic of Indonesia (Depdiknas, as cited in Mattarima & Hamdan : 288). English has two different portions in the curriculums which are running and it becomes a compulsory subject when it is taught in junior and high school. In contrary, it is an optional subject for the students of elementary. It means that officially English is firstly taught from junior high school.

Thus, many teachers still guess and think how to teach English well and how to make the students understand the lesson. Eventually, this is the reason why teachers cannot ignore that the practice of using L1 in English Foreign Language (EFL) classroom. As a result, it may influence in the goals of communicative English classroom. However, Zakaria (2013:374) claims that to achieve the goals of communicative English classroom, the use of target language must be maximized while the use of first language should be minimized or even prohibited in all learning stages. Yet, it might be successfully applied in classroom which the students are well prepared for

“English Only” classroom. Since the students have to communicate and use English as much as possible.

In fact, the practice is not always as same as the theories. In many theories may be it said that banning L1 is the best way to enhance students’ ability in English. However, in real teaching and learning process in Indonesia, the use of L1 is impossible to be avoided. Moreover, for monolingual students and students with low level English language proficiency. Thus, there must be another language (L1) involved in teaching and learning as aids to transfer the knowledge so that they understand the lesson well.

The first language which is meant here is Bahasa Indonesia. Besides, Bahasa Indonesia had been taught since the children were born, it is also a comfortable language of Indonesian to speak with their surroundings. Therefore, it will be useful as a tool to help in teaching and learning English. Since it will be beneficial for students and make them understand the language and they do not feel like they are under pressure because they need to use full English. In order to see that the use of L1 is really beneficial in teaching and learning process, it will be easier to see it from the attitude that is made by either students or the teachers.

Attitude often distinguish into three components of the responses that is affective, behavior and cognitive (as cited in Jain, 2014:6). This components mostly known as the ABC Model of Attitude. Those attitude plays a role in many things particularly here in the teaching and learning process in EFL

classroom. Moreover, In teaching and learning English, the teacher does not always or not fully use English and most of them use L1 as a tool to help them in teaching and constructing good understanding for students.

There are some researches done to know about teachers' attitude toward the use of L1. One of the researches was done by Bahar Tuncay (2014) at Anadolu University School of Foreign Languages. 120 teachers were given a questionnaire and the result revealed that the teachers mostly had negative attitudes toward the use of L1, especially towards its use as a communication tool. However, the teachers did not believe that L1 had negative effect on L2 acquisition. They were in favor of L1 since they believed that the learners did not have any other opportunity to access the target language. Thus, they believed that they should interact with the learners in target language as much as possible.

Due to the importance of managing the use of both L1 and foreign language (FL) in English learning process, the researcher wants to know how the English teachers' attitudes toward the use of L1 in EFL classroom particularly related to the ABC model of attitude and how the effect towards teaching and learning itself in a research entitled "*Teachers' Attitude Toward the Use OF L1 in Classroom*".

B. Reason for choosing the topic

There are some reasons why the researcher is interested in choosing the topic. The reasons are as follows:

1. Teachers who teaches English as foreign / second language mostly use first language in classroom.
2. The affective, behaviour, and cognitive's attitude of EFL teachers are interested to observe. Since there is no research about ABC models of attitude of teachers toward the use of L1 before.

C. Problem of the study

Regarding to the reasons of the study, the problem is formulated as follows :

1. What is teachers' attitude toward the use of L1 in EFL classroom?
2. What are the factors influencing teacher's attitude toward the use of L1 in EFL classrooms?

D. Objective of the study

This research is aimed at revealing the teachers' attitude toward the use of L1 in EFL classrooms and the factors which influence teacher's attitude toward the use of L1 in EFL classrooms.

E. Clarification of the key terms

1. Attitude

Attitude means the individual's react towards his surroundings. It likes favorably or unfavorably responses given to an object. It can be person or group of people, institutions or events. Baros & Elia (1998) claim that attitudes can be positive (values) or negative (prejudice) .

Attitude relatively lasting clusters of feelings, beliefs, and behaviour tendencies directed towards specific persons, ideas, objects or groups (Baron & Bryne, as cited in Jain, 2014:2). In other words we can say that attitude is like “like and dislike” feelings towards an object which reflected in our behavior. Therefore, attitude which is meant here is the way teachers react toward the objects (the use of L1) in teaching and learning English.

2. L1

L1 is a term of first language. L1 often refers to mother tongue and native language. Prodromou (as cited in Zakaria, 2013:373) argues that mother tongue or first language had been a skeleton in the cupboard and it had been there all the time. Thus, means that first language had been a prior issue which we need as a tool to transfer the knowledge from the L2/FL in order to construct good understanding and make teaching and learning goes easier. L1 which is meant here is Bahasa Indonesia.

F. Contribution of the study

This research is expected to give contributions to :

1. Theoretically

This research provides information or knowledge to the readers that teachers’ attitudes can be seen from three components : Affective, Behavior, and Cognitive and also there are some factors that might influencing teachers’ attitude toward the use of L1 in EFL classrooms.

2. Practically

By reading this research, the reader or even the next researcher who wants to make the similar research can take this research as the reference.

