

CHAPTER II

LITERATURE REVIEW

A. EFL Classroom

English becomes the first foreign language in Indonesia. Its function as a foreign language makes people only use it in particular places, for instance, at schools. Since it is often mentioned as an effective places to learn new language. However, it provides a supporting environment for both students and teachers which they have to try to speak in target language. Garnham (2016) states that if people are going to learn Spanish, then the people need to be in a Spanish-speaking environment. The same principle also applies to an English subject. If the people want to learn English, the people need to be in an English environment too. English environment here is an environment which teaching and learning is done by using English as the main language. Thus, commonly called as English classroom or English only classroom. In this classrooms, English is expected to be used as much as possible to encourage students' fluency in English.

However, on the most basic level, students need to interact with English to learn it. Piaget and Inhelder (as cited in Madrinan, 2014:52) state that the more students are exposed to new language, the easier they learn the target language due to brain development. Besides, constant exposure will help students to sharpen their listening skills and opportunities to speak will

aid with fluency and pronunciation. The other clear benefit is that of setting an example. How can a teacher expect the students to speak in English if the teacher does not speak in English. It means that teacher needs to be the role model for the students.

In contrary, English only classrooms are considered great in theory. In fact, this concept cannot be fully applied in classes which English is taught as the second or foreign language. Otherwise, students may feel intimidated by English, associate it with endless rote learning, and see it as having limited use in their everyday lives. For that reason, the teacher might run into a high level of resistance to use only English. Since most ESL/EFL students around the world are used to learn English from non-native speakers. Often, those teachers will use a mixture of English and their native language in the classroom.

Although some of the theories have been supportive, but some contrastive to the use of L1 in L2/EFL classroom. Cook (as cited in Bozorgian & Fallahpour, 2015: 68) adds that researchers believe that the use of L1 is a facilitating tool in L2 teaching and learning. Moreover, students have already accustomed to use their native language in their daily life and if they are forced to use English even only in classroom it will make them feel afraid, nervous and stressed. Since the involvement of first language will always become a shadow for the students in their teaching and learning process. According to Harbord and Cook (as cited in Bozorgian & Fallahpour, 2015:68) L1 must be used in an L2 classroom for special

purposes such as facilitating communication, conveying meaning, facilitating students-teachers relationship and scaffolding and peer learning.

Moreover L1 can be used in a supporting role when learning L2 such as classroom management (including discipline, organizing the class and task setting). Atkinson and Aurebach (as cited in Al-Shehri, 2017:21) remark that it also can be use for translation and checking meaning , understanding gramatical points, language analysis, and code switching. Therefore, in almost all EFL classrooms, the involvement of L1 will always exist and give some influences either it is positive or negative.

B. First Language (L1)

First language is commonly called as native language or mother tongue. It is a language which taught and learnt by children since they were born and it becomes their first language acquisition. The work of Houmanfar et al.,(as cited in Castello,2015:5) conclude that the history of the first language is a major component and participatory factor in the acquisition of the second language and its maintenance. This prior knowledge of how language works and the features of the specific L1 will undoubtedly be transferred and used as part of the foundations of learning other languages even if not all the L1 tools are relevance in L2 production.

Moreover, during the first year of school it is vital that the first language is developed in students. Friedlander (as cited in Madrinan,M, 2014:53) argue that first language development is required in order to have

good strategies to transfer to the new language. If students do not have good strategies in their mother tongue, they will not have good strategies to transfer to the new language, and therefore the cognitive development will be reduced.

The L1 which is meant here is Bahasa Indonesia. Bahasa Indonesia is the national language of the Republic of Indonesia. It is officially used in daily conversations even in teaching and learning process (TLP). Teacher usually use Bahasa Indonesia to open the class, greet the students, deliver the materials, give instructions and other activities in TLP almost in all subjects except in English subject. In teaching and learning English as foreign language, Bahasa Indonesia has playing an important role. Butzkamm, Manara, and Thongwichil (as cited in Nugraha, 2017: 6-7) states that the L1 is for all school subjects including foreign language lessons. It means that L1 employed as an aid to transfer the language in teaching and learning foreign language.

Moreover, L1 is a resource for the learners to draw their existing knowledge from and perceive the new language. Thus, Bahasa Indonesia has a very important role for the students to learn new language. L1 has now been continually studied as a potential resource in language learning. Therefore, teaching and learning foreign language will be easy for both teachers and students because it can be a tool to translate the meaning of the language so that students can understand the target language well.

C. Attitudes toward Language

People have many reasons of using a language. Some of them will relate it to their attitudes. Baron & Byrne et al., (as cited in Jain, 2014:2) define attitudes as relatively lasting clusters of feelings, beliefs, and behavior tendencies directed towards specific persons, ideas, objects or groups. Attitude is the affect for or against a psychological object. The object or phenomenon can be anything a person discriminates or holds in mind and may include people, products, and organizations Hence, attitudes cannot be observed directly. These are acquired through learning over the period of time and influenced by individual's personality and group.

Bem & Walley et al., (as cited in Jain,2014:3) suggest that attitudes are likes and dislikes. Further, They submit that attitudes may be positive, negative, or neutral. Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly & Chaiken(as cited in Jain, 2014:3). Every individual has some kind of attitude but, being a psychological phenomenon, each attitude is invisible. Therefore, attitudes are subjective and personal attributes and difficult to measure.

In general, attitude can be classified into three interrelated components namely, affective, behavioral, and cognitive.

1. Affective Component

Led Weden (as cited in Jafre and Majid, 2012:121) points out that the affective component refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes. Agarwal & Malhotra

(as cited in Jain, 2014:6) express that the affect (feelings and emotions) and attitude (evaluative judgment based on brand beliefs) So, it kinds of an integrated model of attitude and choice.

2. Behavioral Component

The behavioral component involves the tendency to adopt particular learning behaviors. It is about the way the attitude we have influences how we act or behave (McLeod, 2014). Jain (2014:6) adds that it is behavioral tendency by an individual and it consists of actions or observable responses that are the result of an attitude object. It also involves person's response (favorable/unfavorable) to do something regarding attitude object.

3. The Cognitive Component

The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. Fishbein & Ajzen (as cited in Jain:7) express that it is information a person has about an object; information that specifically links an object and attribute. The cognitive component is the storage section where an individual organizes the information.

Reid and Visser (as cited in Jafre and Majid, 2012:121) states that attitudes are important to us because they cannot be neatly separated from study. It means that attitude become one of the factors that can influence learning process. It is considered as an essential factor influencing language performance. However, Jafre and Majid (2012:121) state that

Achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning. Gardner and Lambert (as cited in Jafre and Majid, 2012:121) stated the ability of the students to master a second or foreign language is not only influenced by the mental competence or, language skills, but also on the students' attitudes and perceptions towards the target language.

Furthermore, De Bot et al. (as cited in Jafre and Majid, 2012, 121) assert that language teachers, researchers and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, the teacher needs to be aware that everyone has both positive and negative attitude (Brown, as cited in Zheng and Zhou, 2014:273) since learners' attitudes could incorporate in language learning and it may influence their performance in acquiring the target language.

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished (Kara, as cited in Jafre and Majid, 2012:121).

Furthermore, attitude towards language can be viewed from these three dimensions as follows :

1) *Emotional or Affective Aspect of Attitude*

Learning process is an emotional process (Feng and Chen(as cited in Jafree and Majid:122)). It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield. According to Bloom and Krathwohl (as cited in Hamzah, 2006:14) the steps of affective attitude are :

- a. Receiving (awareness, willingness to receive, or selected attention)
- b. Responding (acquiescence, willing responses, feelings of satisfaction, and active in participation)
- c. Valuing (an acceptance, preference, or commitment to a value)
- d. Organizations (values or beliefs become internalized, then it is organized according to priority)
- e. Characterization (capablity of practicing and acting on their values or beliefs)

2) *The Behavioral Aspect of Attitude*

It deals with the way someone behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors

which characterize the members of the target language community (Jafre and Majid, 2012:121). Because of that, teachers need to be a good role model for the learners. According to Bloom and Krathwohl (as cited in Hamzah, 2006:14) the steps of behavior aspects are :

- a) Imitating (imitate something)
- b) Using (use the concept to do actions or to do some something)
- c) Constancy (do something in right ways)
- d) Coupling (do some things in right ways)
- e) Naturalization (do something naturally based on the portions)

3) *Cognitive Aspect of Attitude*

This aspect of attitude involves the beliefs of the language teachers about the knowledge that they receive and their understanding in the process of language learning. Bloom and Krathwohl (as cited in Hamzah, 2006: 14) state that the steps in cognitive aspect are :

- a) Knowledge (remembering or retrieving previously learned material)
- b) Comprehension (the ability to grasp or construct the meaning from the material)
- c) Application (The ability to use learned material, or to implement material in new and concrete situations)

- d) Analysis (The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood)
- e) Syntesis (The ability to put parts together to form a coherent or unique new whole)
- f) Evaluation (The ability to judge, check, and even critique the value of material for a given purpose)

D. The Use of L1 in EFL Classroom

It is well-known that some EFL experts argue that L1 use is inevitable in classroom. In order to have a communicative EFL classroom, a teacher should use L1 appropriately and wisely. Atkinson, in this case, asserts “it is impossible to talk about a right balance or a perfect model for using L1. It is not that simple. L1 can be a valuable resource if it is used at appropriate times and in appropriate ways” (Larrea, as cited in Zakaria, 2013:379). It means that basically, the use of L1 cannot be avoided and it will bring many benefits if it is adjusted with the times and applied in good ways.

Many people questioning on how can L1 be used appropriately in teaching and learning English for EFL students, Zakaria (2013:379) states that he used L1 in certain cases, for example, when he tried to explain the different meaning of a grammatical item such as “verbs + gerund and or verbs + infinitives”, he said that he would initially present such patterns in

English and then explained the meaning of the grammatical patterns in L1 before he asked the students to practice. He found it easier to explain those confusing item in L1 and it seemed to be easy to be understood by the students.

However, L1 also provides security for the students. Feeling secure may facilitate students' confidence. Regarding this point, Auerbach (as cited in Zakaria, 2013:379) claims that "starting with the L1 provides a sense of security and validates the learner's lived experiences, allowing them to express themselves. Thus, the learners will have a willing to experiment and take risks with English". In EFL classrooms, there are students who are very shy and have high level of anxiety and afraid in using the target language because it can embarrass them especially when making mistakes. In this case, L1 can help the students feel more comfortable, and then they will eventually gain confidence to use the target language. L1 may really help students to feel more secure and thus they are not losing their motivation to learn. It was very often, in EFL classrooms, other students would laugh at others who made mistakes in using English. Once this happened, the students would not want to use the target language anymore (Zakaria ,2013:379).

In addition, Cook (as cited in Zakaria:380) identifies some other possible examples of proper L1 use. L1 use in classroom would be beneficial for conveying and checking meaning of words or sentences. Sometimes there are words in the target language which are not easy to

find correct meaning by simply giving synonyms. L1 really helps in giving quick meaning so that both teacher and students can save a great amount of time. The teacher can also use L1 to check students' comprehension upon particular learning materials. It would be easier for a teacher to just give the meaning of "SIN" in L1 or translate the word in L1, for instance. Regarding this point, McKeown (as cited in Zakaria: 380) states "this is probably because L1 translations are normally clear, short, and familiar, qualities which are very important in effective definitions". So that the use of L1 in translating English words will be more effective and save time.

When encountered with complicated grammatical rules, a teacher can use L1 to explain the meaning. In this case, Cook (as cited in Zakaria:380) concludes that "the main argument for using the L1 for grammar is efficiency of understanding by the students". The role of L1 in these cases is then considered to help learners gain knowledge needed to reach a better level of L2 performance. This means that students have opportunities to better understand the contents of target language and tasks through students' first language.

Alshehri (2017:31) states that in his study, most of the EFL teachers revealed that they allowed the use of L1 to some extent in their classroom. L1 is mainly used for explaining vocabulary, clarifying unclear meaning and building a good relationship with students. Teachers showed their belief that, when used appropriately, L1 can enhance L2 learning. Hall and Cook (as cited in Alshehri:31) found that most of the participants

in their study reported using L1 to explain vocabulary, grammar, and unclear meanings. They also indicated a role of L1 in developing rapport. It clearly seen that the use of L1 can give some benefits in helping teachers to explain the grammatical rules and some difficult words.

Zakaria (2013:381) adds that although he tried to teach English for his EFL students in Indonesia, and avoiding the use of mother tongue during the teaching/learning process especially when facilitating speaking activities. However, he also had to end up using students' L1 when he explained students' errors, grammatical rules, and meaning of difficult words. If he insisted using L2, students seemed not to be receptive and enthusiastic to the classroom activities. Therefore, L1 will aid students' comprehension and save time for both students and teacher. In addition, L1 is an effective tool to help students understand L2 more comprehensibly in non-threatening ways.

However, it is also not easy to decide when and how to use the L1 appropriately in classroom because it all depends on the classroom situation itself. The teacher should be proactive in controlling the classroom. In this case, Clanfield & Foord (as cited in Zakaria:381) state that teacher should decide when it may be beneficial to use L1 and approve of mother tongue use at chosen moment and in designated activities, and also explain to the students why these should be done. Thus, teachers have to manage their classroom to know in what situations L1 can be used appropriately.

E. Factors Influencing Teacher's Attitude

People often measure teacher's teaching success and failures by relating it to their attitudes. In fact, profession does not offer an imposing voice on attitudes. Moreover, it does not associate for any professional organization or faculty staff or even for English teachers to decide what English teachers should do or believe about teaching the English language. Al Darwish (2017:2) claims that the factors which determine the teachers' attitudes are many as follows:

1. Cultural Factor

Attitudes toward English and English-speaking cultures will always contribute some tension to the teaching and learning of English. Some teachers believe that using target language is a must. Moreover for people whose profession is as an English teacher. Yet, not all teachers agree with this statement. Some of teachers may prefer to use L1 because they found it easy to make the students understand the material. In addition, for teacher who teaches English as a foreign language. It will be so hard for them to teach the students in full English.

Moreover the culture of students who likes to speak in their mother tongue. Thus, make the students and teachers have more positive attitude toward the use of their mother tongue than toward their target language. Alptekin and his colleagues (as cited in Al-Darwish, 2017:2) added that teachers who have favorable attitudes

towards a language, its speakers and their culture, tend to be more successful in their teaching than those who have negative attitudes. Moreover, culture has important role in contributing the success of teacher in teaching. Consequently, it will be hard for both students and teachers to keep using target language. They still need to employ L1 in teaching and learning English to be a bridge to translate the meaning in L1 so that they can understand the material well.

Moreover, culture has important role in contributing the success of teacher in teaching. If speaking in L1 had been a part of their culture, it seems teaching and learning English by employing L1 will be more successful in understanding the material. Yet in some part it might be the distractions. Kara (as cited in Darwish, 2017:2) says that a successful teacher is the one who possesses positive attitude towards the target language and its culture. As a result, the attitude towards target language and its culture become parts of teachers' success if the teacher can be wise to use L1 in appropriate time and occasions.

2. Social Factor

Society can highly influence the teachers' attitudes toward teaching a specific language. However, any general attitude could be positive or negative, so teachers before coming to class, they bring with them that attitude towards that language which is positive or negative. The acculturation model of Schuman (as cited in Darwish, 2017:3) holds that the most important influence the success of second

language learning as it is the main objective for the language teacher is the relationship between the social group of second language learners and the social group of the speakers of the target language. It means that either good or bad relationship between teachers and students will determine the success of second or foreign language learning.

In building the success of learning language teacher can start to build the good relationship among the students. It can be by motivating students, praising the students, handling the classrooms, or even warn or advice then when they are making mistakes. Al-Darwish (2017:3) states that social group also contribute the successful learning of the target language that had been built by the teachers. He added that the target language that is inductively acquired through interaction with members of a social group is extremely useful, as it is easily available to the language user for construction of connected discourse in meaningful communication.

3. Gender Different Factor

A lot of theories and researches had been done to show the differences between male and female attitude toward English language teaching. Dee (as cited in Darwish,2017:3) said the teacher's gender not only shapes communication between teachers and students, but it is also an important factor in portraying the teacher as a gender-specific role model. Moreover, usually we found that female teachers

are more talk active than the male ones. Beside, Manjari (as cited in Darwish 2017:4) found out female teachers' attitude is higher than male attitude.

In contrast, Kobayashi's study in 2010 states that there are no differences in genders' attitude. Hence, the teachers' gender and its influences emerge as an issues that not only affects teaching methods and learning process, but also affect teachers and students' attitude and learning assumptions. Miccoli (as cited in Darwish, 2017:4) added that females emotions changes from anxiety and depression to confidence in teaching and learning a target language once they are exposed to collaborative teaching and learning in a target language classrooms.

F. Relevant Research Findings

There are a lot of research talking about both teachers attitudes towards the use of L1. It found that many reasons why both teachers and students in favor or not in favor using L1 in teaching and learning English. The findings will be described below :

1. A research done by Bahar Tuncay (2014) at Anadolu University School of Foreign Languages entitled teachers' attitude toward the practice of L1 use in EFL classroom. 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.

2. A study done by Fatih Yuvuz (2012) entitled The attitude of English teacher about the use of L1 in the teaching of L2. The study was conducted among twelve English teacher at twelve different primary schools in Balikesir, Turkey. Interview was employed in this research as the main instrument. The result of this result was varied. It said that physical condition of the classroom is the reason for using L1 such as crowded classes force the teachers to use the first language to instruct and control the learners. Another reason is that the education system is based on preparing examinations. Teachers reported receiving requests from both learners and parents to instruct students in their L1 because the result-based examinations do not entail the use of target language. Some teachers said lack of interest in their course also encourage teacher to use L1 to energize the students. Therefore, only one teacher said that she never uses L1 in her teaching because she believes that overuses of L1 is making the students lazy. Thus, most all of the teacher are in favor using L1 and only one teacher who was not in favor using L1.

However, from those two researches, It showed the positive and negative attitudes toward the use of L1 in learning English. It means that teachers cannot totally ban the use of L1 and teachers also cannot fully use L1 in EFL classroom. The teachers have to be wise to choose the appropriate time to use the L1 itself to make the students easy to understand and practice the target language. Yet from those two researches, the researcher still not found although one research which talked about or included the aspects of attitude that is affective , behavior and cognitive. Most all research only talked about the general attitude (favorable and unfavorable) of the use of L1 in EFL classroom. Thus, the researcher wants to know more about the use of L1 done by teachers and seeing their attitudes based on ABC (affective, behavioral, cognitive) models of attitudes in EFL classrooms.