

**IDENTIFYING THE USE MOTHER TONGUE IN EFL CLASSROOM: AN  
OBSERVATIONAL STUDY**

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**A Thesis**

**Presented to the Department of English Language Education as Partial  
Fulfillment of the Requirements to Obtain the Degree of *Sarjana Pendidikan* in  
English Language Education**



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**ISLAM INDONESIA YOGYAKARTA**

**2023**

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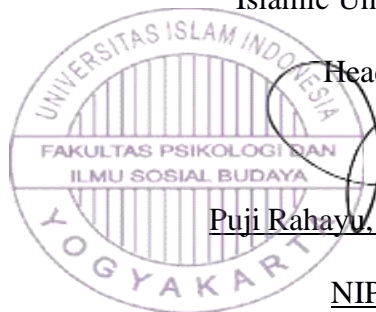
Yogyakarta 16 August 2023

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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta 15 August 2023

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## **MOT'TO**

”Nak, apapun yang terjadi. Kamu harus tetap semangat menjalaninya, sabar dan tabah menghadapinya. Semua ada jalannya. Jangan lupa meminta pertolongan kepada ALLAH S.W.T hanya kepada Nya lah tempat kita meminta segala sesuatu” – Ibu saya (ucapan ibu kepada anaknya)

“Dengan mengalami keduanya, kemenangan dan kekalahan, kau akan belajar sesuatu yang berharga. Dan setelah itu kau akan menjadi seorang lelaki sejati. Menangis pun tak apa, lalu bangkitlah” – Akagami No Shanks (One Piece)

## ACKNOWLEDGEMENT

### *Assalaamu'alaikum Warahmatullaahi Wabarakaatuh*

Allhamdulillah, all praise be to Allah SWT for all His blessings, guidance, and inayah so that the final project with the title "Identifying the use mother tongue in EFL classroom: an observational study" can be completed well and smoothly. Shalawat and greetings continue to be poured out for the writer, a true revolutionary, Muhammad SAW who has shown us from the dark ages to the bright times, namely Dienul Islam.

This thesis was written to fulfill the requirements for obtaining a Bachelor of English Education degree, Indonesian Islamic University. With all the limitations that the author has, there are still many shortcomings that must be corrected. Hopefully the results of this research can be useful, especially for the world of education.

In writing this thesis, the author received a lot of help from various parties. Therefore, the author would like to thank:

1. Allah SWT for all the grace and guidance so that this thesis can be completed properly.
2. Mr Prof. Fathul Wahid, S.T., M.Sc., Ph.D. as Chancellor of the Islamic University of Indonesia.
3. Mrs. Dr. Phil. Qurotul Uyun, S.Psi., M.Sc., Psychologist as Dean of the Faculty of Psychology and Social and Cultural Sciences, Islamic University of Indonesia.
4. Mrs. Puji Rahayu, S.Pd., M.LS.T., Ph.D. as Chair of the English Education Study Program at the Islamic University of Indonesia.
5. Mrs. Anandayu Suri Andini, S.S., M.A as the Supervisor who has taken the time and patiently provided guidance in preparing the thesis.
6. Mrs. Intan Pradita, S.S., M.Hum. as the academic supervisor who has spent his time and has patiently provided guidance during the lecture period.
7. Mr. Nizamuddin Sadiq S.Pd., M.Hum, Ph.D. as the academic supervisor who has spent his time and has patiently provided guidance during the lecture period.
8. My beloved mother who with great patience and sacrifice always gives encouragement, material and non-material assistance so that I can complete my studies.
9. My beloved brothers who always give encouragement, support and pray all day long.

10. To friends from the Unisi Art Fest committee, especially Izzatul, Gashenda, Alfian, Rizky Perdana, Moh Eka Wasis, Yogatama, Brian, Yanu and many more.
11. To friends from EDSA, SERUMPUN 2017 and SERUMPUN 2018.
12. To my friends Mapala UNISI GC 38
13. To my friends Tapin Datu Sanggul Student Dormitory
14. To all my friends and relatives that I cannot mention one by one, I dedicate this thesis to all of you.

May Allah SWT reward all of your kindness and always bestow His mercy and love on us all Amen.

***Wassalamu'alaikum Warahmatullahi Wabarakaatuh***

Yogyakarta, 15 August 2023  
The researcher,



Noor Wahdi Tamami

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# **IDENTIFYING THE USE MOTHER TONGUE IN EFL CLASSROOM: AN OBSERVATIONAL STUDY**

## **ABSTRACT**

This study investigates how instructors use their mother tongue in an EFL classroom, which identifies how the instructor uses the mother tongue in the EFL class, regarding its frequency and function. Observational study methods are used in this study. In this study, the researcher observed an instructor in a foreign language class at a junior high school in Yogyakarta. Furthermore, an observation form framework is used to stay focused and the information captured is specific. This study uses an observational framework developed by Paker & Karaağaç (2015). Based on research findings that the use of mother tongue in foreign language classes uses 6 language functions. Of the 6 language functions, the use of the mother tongue is very often used with different purposes but still the mother tongue has a role as a liaison for the target language in order to achieve learning objectives in the classroom. The use of the mother tongue in the classroom is beneficial during the learning process delivered by the teacher where the mother tongue is not something that interferes but maximizes the learning process

*Keyword: Mother tongue, EFL classroom, Observational study*

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

The use of mother tongue by teachers and learners has become an integral part of teaching a second language or foreign language in various contexts. According to Paker & Karaağaç (2015), the use of the target language in the classroom is of course very important but the use of the mother tongue will never be separated because the mother tongue can be a link between the target language and the mother tongue. Mother tongue also allows children to learn in an environment where they can understand, expand and channel their ideas, as well as strengthen and build their social relationships (Timuçin & Baytar, 2015).

According to Boon (2011), in the context of teacher education in Timor Leste, mother tongue is widely used at homes, markets, leisure, churches, and government as many as 56-87%. In the findings, it is explained that the mother tongue (Tetum) is used more often than other foreign languages. Tetum has a broad 'Lingua Franca' function. The participants of this research confirmed that the use of mother tongue to provide explanations while teaching is indeed very helpful. Furthermore, Perfecto (2020) adds that the use of mother tongue in a classroom plays an important role in the process of teaching English. Mother tongue used as a medium of instruction can help students to understand the material better. Teachers are aware that delivering material in target language is possible to cause some problems because most of the students are multilingual, and English is not their first language. Therefore, switching to the mother tongue can make the learning

process more efficient and can empower students to be more active in participation when learning a language.

A study conducted by Vattøy & Gamlem (2020) shows that teachers tend to use their mother tongue more when in one class most students find it difficult to understand foreign languages. In addition, teachers use more mother tongues for the freshmen. Furthermore, summative and formative assessments carried out by the teacher in the use of mother tongue and foreign language. If designed carefully and conducted optimally, the use of mother tongue and foreign language in a classroom is actually interconnected. The role of using mother tongue can make students learn a lot in their environment such that students can understand, expand and be able to provide ideas (Jones & Mutumba, 2019). When the use of mother tongue is applied in the classroom, their understanding of a material improves and they can be more active and independent. According to Timuçin & Baytar (2015), in the case of foreign language learning, the teacher uses code-switching as one of the most frequently used strategies in the foreign language learning process in the classroom which has the function of translating, checking to understand, explaining procedures, providing directions, explaining grammar and managing the class.

There are several previous studies that focus on examining the use of mother tongue in a classroom. Seid (2019) discussing elementary school students in grades 1 to 4 the use of mother tongue is very important, but for the next stage whether the use of mother tongue is still necessary or not. Ma (2019) found that the use of the first language or mother tongue in the class consisting of adult immigrants is still not optimal even though in every meeting the use of mother tongue is still used. Furthermore, Pavón Vázquez & Ramos Ordóñez (2019) if the use of mother tongue is not controlled, it will make foreign language learning less and not in accordance with the learning target. However, none of the studies above focus specifically on the benefit of implementing the

use of mother tongue in a language classroom in an EFL context. Therefore, this study aims to identify the function of using the mother tongue in the EFL classroom and how many times it is used during the learning process.

### **1.2. Limitation of the Problem**

This study is limited to the teaching activities of one in service teacher in a private school in Yogyakarta.

### **1.3. Formulation of the Problem**

It is a fact that teachers can use mother tongue in various situations for different purposes. Therefore, this study has attempted to find all these problems with several questions to be asked. For this purpose I have some research questions as follows:

- How does the instructor use mother tongue in the EFL classroom, regarding the frequency and function?

### **1.4. Objectives of the Study**

The objective of this study is to identify the use of mother tongue instructor in the EFL classroom, regarding the frequency and functions.

### **1.5. Significance of the Study**

The results of this study aim to contribute to the field of English language education, empirically, and practically. Empirically, this study increases knowledge for readers in conducting

an observational study to identify the use of mother tongue in the EFL classroom. Practically, helping EFL teachers to know the right strategy in using mother tongue in class.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1. English as Foreign Language in Indonesia**

Learning English as a foreign language is a different challenge than in the ESL context. According to Sulistiyo (2016), there are several factors that hinder the success of EFL teaching and learning in Indonesia, namely limited learning resources, student motivation, and teacher qualifications. In this case, students' different motivations in learning foreign languages need to be united in order to achieve efficient learning. From the teachers themselves, their ability to teach also needs to be developed and that requires assistance from the government. According to Dharma (2019), the challenges faced by people who study foreign languages are the differences in the pronunciation of the foreign language alphabet and mother tongue as well as phonetic sounds. To be able to master a foreign language, it is necessary to learn the pronunciation of the alphabet, syntax, and phonology first to avoid mistakes. Effective behavior that teachers need to use in delivering college-level EFL classes, namely teachers need to use active learning techniques, fast feedback, and can provide varied activities at learning time (Said, 2017). Kachru (as cited in Nelson, 2006) explains the concept of three circles which is a status, function, dynamic and cannot be controlled by a group, institution and indigenous people. The Inner Circle where the use of the language was originally English and then spread to many places. The Outer Circle itself was generated through colonization in many places in Asia where English is used as a second language

after the first language. For The Expanding Circle itself, the use of English is only limited to politics and economics, so a country does not use it too often in everyday life and is used as a foreign language. Furthermore Holmes (2013), local English variations have their own characteristics such as linguistics and that happens in every multilingual country. English in a growing circle which is referred to as a foreign language is not used in everyday communication. In multilingual countries, certain languages have the purpose of being an independent country. And countries that have a national or official language have the aim of uniting all groups to facilitate daily communication.

## **2.2. The Use of Mother Tongue in Indonesian Language Classrooms**

In Indonesia, the mother tongue has many uses and characteristics in each of their respective regions, even though the use of the mother tongue is still widely found in every region of Indonesia. Faridy & Syaodih (2017) mother tongue is not only a means of communication, but also as a cultural identity, a cultural uniqueness of a society and a spiritual one. Then the use of mother tongue is also influenced by the environment, parents, and school. According to Syatriana et al. (2020) add, the first language or mother tongue is closely related to social development and social identity. Eisa (2007) in his research on the use of mother tongue in education and society conducted in Bali, found that the role of mother tongue has socio-cultural benefits. Namely being able to encourage and support parents to teach about their local language so that the local language will continue to survive because this language is a cultural heritage. Then Saddhono & Rohmadi (2014) found that the use of Javanese as the mother tongue in learning is very influential even for Indonesian as the national language is still very rarely used because most students do not yet master Indonesian. There are three things that influence why Javanese is very attached: 1. to balance

students' language skills so that the lessons taught are easy to understand and follow, 2. Teachers and students still often use Javanese when learning, 3. can increase students' attention. Fitriani & Zulkarnain (2019) during the learning process that the target language is strongly influenced by the mother tongue. Which is where the mother tongue can help in terms of mastering the target language.

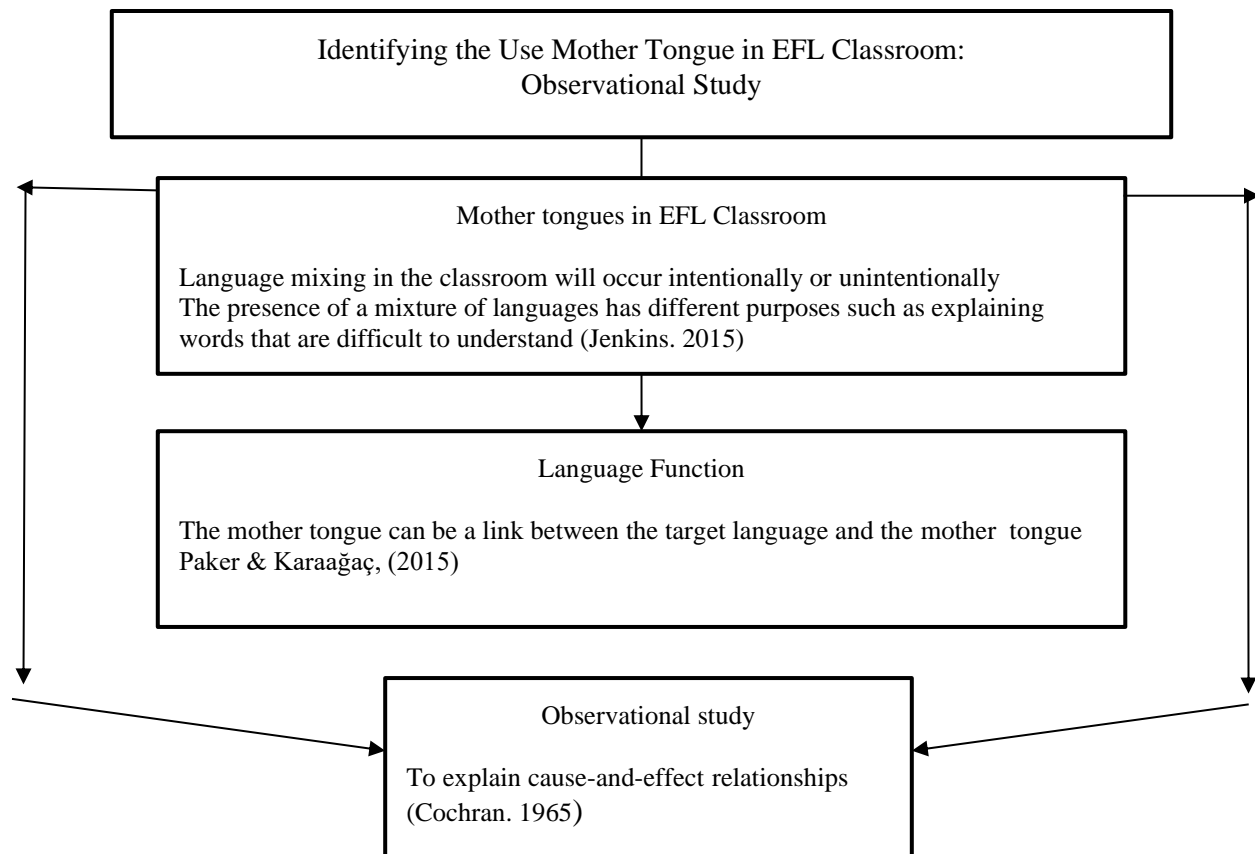
In the EFL class in Indonesia itself the use of English is still a foreign language which to master and learn it needs to be assisted by the mother tongue, in which the role of using the mother tongue will be very helpful. Paker & Karaağaç, (2015) the use of mother tongue in foreign language learning will not be separated and the target language must still be used during learning for learning purposes. The use of mother tongue can still be used during the learning process with a few notes: clarifying the topic/meaning, building good relationships, and explaining difficult concepts or ideas. With the aim of confirming students' understanding, transitioning from one topic to another, and helping students when they have difficulty understanding a topic. To identify how often the mother tongue is used, there are 6 functions of language used: 1. Clarifying the topic/meaning, the teacher gives examples, explains, and provides explanations so that students can understand the topic to be presented. 2. To present & explain the topic, the teacher gives an explanation orally. 3. To give feedback, so that teachers and students can understand each other. 4. Teach the meaning of new vocabulary, if there is a new vocabulary and it is not understood by students, then the teacher will teach and explain it. 5. To translate the sentences spoken by the instructor or those in the books/texts that are listened to without considering whether they are understood or not, the instructors directly translate the sentences in the textbooks. 6. Giving/explaining the task or instruction, giving an explanation of the task or instruction. With



these 6 language functions, will know how often your mother tongue is used in learning. Research from Pratiwi (2018) In Indonesia itself, where most of the population are indigenous people who use the same national language, the use of the mother tongue cannot be ignored. Consciously or unconsciously the use of mother tongue is always present in class interactions. For the use of mother tongue in the classroom, it can be as explaining grammar, reading text content, motivating students, bridging communication gaps, overcoming cognitive difficulties, highlighting important information, creating a more relaxed learning environment, saving energy and time. Add, Rini & Bawono (2010) using their mother tongue, students are helped to understand what the teacher is trying to explain and say. Which is where whenever a student looks confused, the teacher can immediately switch to the mother tongue to ensure that the student understands it. Then the mother tongue can also be used positively by the teacher in the right portion and function; and its positive effects can be felt by both teachers and students during the learning process. Agustin et al. (2015) found that lecturers who teach students with low levels of English have a little difficulty because of their lack of understanding. The presence of a mother tongue can facilitate students to understand the target language. Indeed, the use of mother tongue is very useful, but it must be limited in appropriate portions. Pardede (2018) researching the use of mother tongue in the classroom was strongly supported by teachers and students who helped them in the learning process. Teachers and students also agree that mother tongue and foreign language can still be used at the same time. Nuraida (2019) found that the mother tongue used by lecturers in class was to explain the grammar so that students could understand what was being explained. Students themselves use their mother tongue when they don't understand the material and that's when they will use their mother tongue. Shcrrmo, n.d. (2006) that the use of the mother tongue will always be present in every foreign language lesson, intentional or unintentional. Another reason why the

use of mother tongue in foreign language learning always exists is as a communication to provide an explanation so that the meaning of the target language can be achieved. The use of mother tongue in the learning process still needs to be done wisely and appropriately. Canagarajah (2011) concluded that the language taught from childhood or the mother tongue in use in the classroom has a very important meaning in achieving the target language. From the use of this mother tongue, students begin to be taught the target language starting from the target language to the mother tongue or rather. So that the target language can be achieved optimally. Add Jenkins (2015), find that language mixing in the classroom will occur accidentally or intentionally. Behind the mixing of these languages, of course, has a different purpose. For example, to explain words that are difficult for students to understand. Then the use of the mother tongue only directs students to understand the purpose and meaning of the target language. The rest of the teachers use the target language so that students are familiar with the language and students can communicate using the target language.

### **2.3. Theoretical Framework**



**Figure 1. Theoretical Framework**

This framework describes the purpose of the use of mother tongue in an EFL classroom. The role of using mother tongue cannot be separated in foreign language learning activities because mother tongue can be a link between the target language Paker & Karaağaç, (2015). Jenkins (2015) adds that the mixing of foreign language and mother tongue in the classroom usually occurs consciously or unconsciously and it always has its own purpose, such as explaining sentences or words that are difficult for students to understand. To really observe the phenomenon of the practice of using the mother tongue in the EFL classroom as well as its function and purpose, the

most appropriate method is through classroom observation. Observational studies have the aim of explaining a cause-and-effect relationship in which to find out the results of the relationship (Cochran & Chambers, 1965).

## **CHAPTER 3**

### **RESEARCH DESIGN**

#### **3.1. Research Design**

Observation is used to observe and identify the frequency and function in the use of the mother tongue in the EFL classroom so that the data results can be maximized. Observation is one of qualitative research. Through observation where researchers can document and reflect sequentially on activities and interactions with research subjects. Observation is a technique in data collection that has characteristics such as, not limited to people and can be carried out on other objects such as an event, nature, or nature. In the stages of observation, it includes observing things with the problem being studied, identifying aspects that are the center of attention, recording, and restrictions on objects (Nugrahani, 2014).

#### **3.2. Data Preparation**

##### **3.2.1. Consent Form**

Consent forms are one of the basic principles of research ethics and are essential for data collection in the field. With the consent form, participants in this study will know what to do. Therefore, this consent form was given to participants to ask for participants' consent in collecting data during observations to achieve research results.

##### **3.2.2. Data Sources**

The data source were teacher's speech, conversations between teachers and students during the learning process which was recorded during observation.

### **3.3. Setting and Participant**

The place to be researched is in one of the junior high schools in the city of Yogyakarta. The class is an English class with 20 students and one teacher teaching. This is because the research sites are mostly Javanese, most of whom communicate and speak their mother tongue or their first language is Javanese and Bahasa. For interactions outside the classroom, the use of the Java language is more frequent. As for the use of Bahasa, it is more often done during class learning.

The participant who took part in this research was an English teacher who also taught at a private junior high school in the city of Yogyakarta and also a student who took English lessons. The first participant was a teacher named Nami (pseudonym), she graduated from a state university in Yogyakarta with a bachelor's degree. For now she was a teacher at a private junior high school where she has taught at that school for almost seven years. The first language itself was Javanese which was used in everyday life but when learning English, Javanese and Indonesian are also used. The second participant was the students who were taking part in an English class.

### **3.4. Instrument**

The instrument of observation is assisted by a framework, namely the observation form. What is used during observation to stay focused and the information captured is specific.

**Table 1. Observation Form**

<b>No</b>	<b>Language functions Paker &amp; Karaağaç, (2015)</b>	<b>Definition</b>	<b>Tally</b>	<b>Evidence</b>
1	To make the topic/meaning clear	The teacher gives examples, explains, and makes additional explanations to make students understand the topic to be delivered.		
2	To present & explain the topic	Presenting and explaining the topic means that the teacher gives explanation orally through oral presentation by making use of some supporting technologies such as ppt or other media.		
3	To give feedback	Feedback is given so that students and teachers can understand each other.		

4	To teach the meaning of new vocabulary	To teach the meaning of new vocabulary a teacher tries to explain through drawing or acting out.		
5	To translate sentences that the instructor utters or those in the book/listening text without considering if it is understood or not	So that students' understanding of the topic can be clearer.		
6	To give/explain tasks or instructions	To give/explain assignments or instructions to students, a teacher will use language that is easy to understand for students to avoid complaints or confusion.		

### 3.5. Data Collection

Data collection is done offline. This stage is carried out by classroom observation and recorded during the learning process for one hour and is carried out once. Video and sound recordings will be made during the class observation process to complete the data. From the recording, a transcript will be made to make it easier to categorize the data.



### **3.6. Data Analysis**

Data analysis was carried out using memos. According to Birks et al., (2008), the use of memos can be used to improve and research results in a qualitative study. Memos can clarify thoughts about the research topic as well as the data that has been retrieved and can also explore in-depth and detailed processes in coding and data categories. The memo function can also map activities in research, extract meaning from data, maintain momentum, and open communication. Data analysis uses memos to categorize the use of mother tongue in the learning process of foreign languages in the classroom. Memoing is a way of describing something that is happening and sorting research data (Gay, Mills, & Airasian, 2009).

### **3.7. Trustworthiness**

The trustworthiness of this study is based on the perspective of Salehi et al., (2013). Trust is a quality criterion in qualitative research. Which contains credibility, transferability, dependability, and confirmability. Credibility means random sampling of individuals who become informants. Transferability means the idea of producing transferable results from one study with realistic goals. Reliability means describing what is planned and will be carried out. Handling data collection matters. Evaluate the effectiveness of the investigative process. Confirmability is a qualitative researcher's concern that is proportional to the object.

## CHAPTER 4

### FINDINGS AND DISCUSSIONS

This chapter contains the study's results and discussions. This study's results are based on data collected through recording.

#### 4.1. Findings

In this study, to collect the data, an observational checklist by Paker & Karaağaç, (2015) was used. It contained 6 language functions, which are: 1. to make the topic/meaning clear, 2. To present & explain the topic, 3. To give feedback, 4. To teach the meaning of new vocabulary, 5. To translate sentences that the instructor utters or those in the book/listening text without considering if it is understood or not, 6. To give/explain tasks or instructions. After conducting the observation, the researcher discovered that one language function did not appear during the teaching learning process, namely to translate sentences that the instructor utters or those in the book/listening text without considering if it is understood or not. Among all language functions above 5 appeared with the use of mother tongue. The most frequent language function with the use of mother tongue that occurred during the Teaching & Learning activity is to make the topic/meaning clear with the number of 31 occurrence. The second most frequent is to give/explain tasks or instructions with the number of 10 occurrence. The third most frequent is to teach the meaning of new vocabulary with the number of 8 occurrence. The fourth most frequent is to give feedback with the number of 2 occurrence. The fifth most frequent is to present & explain the topic with the number of 2 occurrence.

## **4.2. Discussion**

The study findings are elaborated in this section. The discussion focuses on the answer to one research question which is analyzing the use of the mother tongue in the classroom. Mother tongue in this context refers to Javanese language and Bahasa Indonesia. However, the data shows that the teacher and students mostly used Bahasa Indonesia instead of Javanese language to help them with their communication. Participants in the study were teachers who taught English using their mother tongue as translators. Mother tongue is often used by teachers when students have difficulty in understanding a foreign language or English in a lesson. Especially when explaining learning objectives, giving instructions, and giving feedback. Then, mother tongue also helps a teacher and student when they are interacting. Throughout the teaching process, the researcher found that there were several uses of the mother tongue used by the teachers in the English class. The researcher presented the use of the mother tongue during the teaching process in the classroom as follows:

### **4.2.1. The use of mother tongue to make the topic/meaning clear**

The use of mother tongue to clarify the topic or its meaning appears for 31 times. This language function often appears and is also often used in the teaching process. Its purpose is to clarify what the teacher says to students, which started with English and then continues with the mother tongue, so that what is conveyed by the teacher in English can be understood by students. This is in accordance with Paker & Karaağaç (2015) who stated that mother tongue can never be separated from target language learning. Timuçin & Baytar (2015) examined that the teacher uses language as one of the strategies often used in foreign language classes which has the functions of translating, checking to understand, explaining procedures, giving directions, explaining grammar

and managing the class. One of the example of the use of mother tongue in the classroom to make meaning clear is as follow:

*'...like what we have learned in the previous meeting ... seperti yang kita pelajari di pertemuan sebelumnya' (TMC01)*

Before introducing a new topic, the teacher tried to link back to what the students had learned in the previous meeting. It aimed to make students understand that the materials they learned were inter-connected in every meeting. After making an attempt to linking the materials, the teacher tried to repeat the instruction in Bahasa Indonesia as it is the students' first language. The teacher did similar thing repeatedly in order to clarify the meaning for students. Students who mostly are not yet fluent in English were assisted with the use of mother tongue in instruction.

#### **4.2.2. The use of mother tongue to present and explain the topic**

After introducing the topic and ensuring that it is clear enough for the students to understand, the teacher started to explain the material more deeper. In this occasion, the teacher tended to speak longer in their first language. It is because explaining material or topic require more detailed description and elaboration. However, longer use of first language does not mean that the language function occurs more frequently. Quantitatively, in one meeting, the teacher only used the language function to explain the topic twice. The reason is that during the whole meeting, teacher did not explain much of the topic and give more instruction to do many different kinds of activity instead. Below is an example of the use of mother tongue to explain the topic:

*Don't worry nya adalah don't worry about what other people talk about, think. Jadi ketika orang-orang itu berbicara sama kamu apapun itu dengarnya kamu jangan khawatir asal apa yang kamu lakukan itu benar. Let it go let it go biarkan (ETT02).*

It can be seen from the teacher's utterance above that mother tongue was used not only to translate the meaning of the instruction that was firstly given in English. Instead, it was inserted to give further explanation that was considered difficult to be delivered in English. The teacher used mother tongue while also relating her explanation to the students' experience as in 'kamu jangan khawatir asal apa yang kamu lakukan itu benar'. By making the explanation as relevant as possible, the students were expected to understand the material better. This is consistent with Perfecto (2020), the use of mother tongue in the learning process plays an important role which can make it more efficient in explaining a material or topic without reducing the target language.

#### **4.2.3. The use of mother tongue to give feedback**

Feedback is one of the most crucial aspects to develop students' successful learning experience. Giving constructive feedback can improve engagement, can establish social presence of the teacher and can improve students' academic performance in general (Widhiasih & Maharani, 2016). In foreign language learning, feedback from the teacher is as important as in any other subject areas such as math or history. However, giving feedback fully in English might create a gap among the students due to their low level of proficiency. Thus, the teacher gave feedback by also using mother tongue. An example of feedback given during the classroom activity can be seen below:

*bersinar good, bersinar is ok, bersinar benar juga (TGF03)*

In the example above, the teacher responded to one of the students who answer a question. At first she said 'good' and then repeated it again by saying 'is ok'. At last, she tried to emphasized the feedback that what her student did was right by saying 'benar juga'. The repetition was intended to make it clear for the student that she had done a good job. In addition, the repetition

also shows the teacher attempt to help students understanding the feedback as well as to familiarize them with English, as she repeated the feedback in English twice before switching to Bahasa Indonesia.

#### **4.2.4. The use of mother tongue to teach the meaning of new vocabulary**

Teaching the meaning of new vocabulary is one way to improve the target language to students. Instructors who teach new vocabulary to students can gradually achieve learning objectives. In EFL countries, even though there are some policies in educational institutions about the use of English as the medium of instruction in the classroom, in reality teaching new vocabulary actually cannot be separated from the use of the mother tongue. The mother tongue can be a connecting language to the target language. One of the examples of instructors teaching the meaning of new vocabulary during learning can be seen below:

*T: Look like?*

*S: Terlihat seperti.*

*T: Go?*

*S: Pergi.*

*T: See?*

*S: Melihat. (MNV04)*

In the example above, the teacher asks the students what the word means to which the student answers the meaning of the word. What does the word 'look like' mean? Then students answer 'terlihat seperti'. By asking questions to students, the teacher knows whether the student understands the meaning or not. In the example above, indeed the teacher does not use Indonesian at all, but the students do. This is somewhat different from the example in the discussion of the previous sub-chapter where the teacher himself also uses Indonesian. However, what the teacher did in the example above is also the implementation of using the mother tongue

because the teacher consciously and reasonably allowed students to answer in Indonesian. This encourages students to be more active in participating. This is in line with what was stated by Jones & Mutumba (2019) that if the use of mother tongue is applied in the classroom, students' understanding of material improves and they can be more active and independent.

#### **4.2.5. The use of mother tongue to give/explain tasks or instructions**

Assignments in learning are very important as it can encourage students' independence and discipline, thus students will be more confident with their abilities. Assignments help students better understand and implement the material being studied. The assignment is one type of assessment which function is to measure the extent to which students are able to achieve learning objectives. In carrying out a task there must be instructions (Sabriani, 2012). The function of instruction is to direct, organize and guide students to be able to carry out tasks well. Therefore, it is very important to make clear instructions. In the context of EFL, clarity of instruction sometimes needs to be assisted by the use of the mother tongue. The level of proficiency of students who is not too high makes it difficult for them to understand the instructions if they use full English. Therefore, the use of the mother tongue is very necessary. Here are some examples:

*'sekarang now please open your google classroom sekarang silahkan buka google classroom pertemuan terakhir the last meeting ya' (ETI05)*

*'you have to find Indonesian meaning of the words kalian harus mencari arti bahasa Indonesia dari kata-kata yang sudah Miss Afi kasih ya' (ETI06)*

It is explained that the 2 examples above are quite different. The ETI05 example is a technical instruction regarding the support platform. Then the ETI06 example is based on the content and not just on the operation of the tool. Both of them are assisted by the use of their

mother tongue so that both the instructions for using the tools and the contents of the assignments are clearly accepted by the students.

## **CHAPTER 5**

### **CONCLUSION & RECOMMENDATION**

#### **5.1 Conclusion**

According to the findings and discussion, the researcher concludes that this study finds the frequent use of mother tongue in foreign language classes that use 6 language functions. Of the 6 language functions, the use of the mother tongue is very often used with different purposes but still the mother tongue has a role as a liaison for the target language in order to achieve learning objectives in the classroom. The purpose of this study is how instructors use mother tongue in EFL class, regarding its frequency and function.

The use of mother tongue in the classroom is very often used by instructors to communicate and translate words or sentences from the target language. According to observation data, instructors often use their mother tongue to explain topics or meanings. Furthermore, the instructor in practice first uses the target language and then the mother tongue. Then it can be concluded that the use of mother tongue in foreign language classes by instructors is very often used and helpful, even by students. While still accompanied by the target language.

#### **5.2 Recommendation**

From the results of the analysis and conclusions, the researchers provide recommendations which are: 1. Mother tongue can help bridge the target language so it is recommended to use it in



class, especially for beginner level students so that communication is continuous and students are discouraged, 2. Students are accustomed to interacting using the target language. From these recommendations, although the mother tongue can help, in order to achieve the target language, the use of the mother tongue must be designed in such a way, not only as an incidental strategy. So that the target language is achieved, even though the mother tongue is still used to bridge.

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