**CHAPTER I**

**INTRODUCTION**

This introductory chapter presents the general outline of the study as it is divided into several parts namely background, problem statements, objectives, scope, and significance of the research. The detail explanation about all points above will be described as the followings.

1. **Background**

Nowadays, the government has done many efforts to develop the quality of education in Indonesia. In learning process, it is not just the teacher who becomes a resource of learning or teaching process but also the students must have an important part to gain success in the learning process within the class as a student centred learning. Student’s success will be fulfilled when the teacher and students have clear focus in the learning process, in order to get the most effective outcome, interaction between teachers and students is crucial.

In a multilingual country like Indonesia, English has been chosen as the first-foreign language in school curriculum. It is due to a simple reason that English plays an important role in the international world. Our government hopes that it can be a means to acquire science and technology. Therefore, Indonesian people will become intellectual and skilful community who are ready to face both national and international development (Ramelan in Wirda, 2011).

English was the first foreign language studied and spoken internationally that has an important role in human life and has become the tool of communication in human activities. Bernard and Cayne, in Burhanuddin (1996:02) said that English is widely used in International relation, political, commercials and scientific research.

The issue of employing English Foreign Language (EFL) students’ first language (L1) in language learning context is receiving considerable research attention for many years from L2 researchers and practitioners (e.g., Cook, 2001; Macaro, 1997, 2001; Butzkamm and Caldwell, 2009; De La Campa & Nassaji, 2009; Lin, 2013; Miles, 2014; Ellis, 2005; Ford, 2009; Littlewood & Yu, 2011). There is no final decision yet whether the use of L1 in EFL classroom is acceptable and experts continue to re-examine the use of L1 in EFL classroom. Both proponents of bilingual and monolingual approach in education field have their own reasons whether L1 can be used or not in EFL classroom. They claim their strength and weaknesses, so there are no absolute statements to ban one of these two opposite views.

To start with, Cook is one of the advocates of L1 use in foreign language teaching. Cook (2001) believes that L1 use is a facilitating tool in L2 teaching and learning and it does not hinder the learning process in the classroom. L1 use is needed in elementary and pre-intermediate levels and should be included practically in EFL classroom syllabi, as students are not adequately mature in the target language and might miss some important points in the classroom interactions.

This ongoing desire impels researchers and teachers alike to find out some helpful methods and techniques for improving L2 learning and teaching processes. So far, too many factors have been found which have serious effects on L2 pedagogy and one of them is using L1 in the L2 classroom syllabi (Lin, 2013). There have always been new ideas and theories regarding the L1 use and issues reported on it. Some of the theories have been supportive, but some contrastive to the use of L1 in L2 classrooms.

Additionally, Macaro (2001) maintained that teachers decide when and how much L1 should be used to improve the learning process, but it must be taken into consideration that there is always a limitation for L1 inclusion in the L2 classroom syllabi and it must not be overly used because it debilitates learning process and makes the students lazy (Atkinson, 1987).

Again, Cook describes some occasions where English teachers use L1 during their language teaching. They use L1 to; (1) convey meaning of words or sentences and explaining grammar. (2) English teachers use L1 to organize class; for managing the classroom, for giving instructions, for teaching activities and for testing.

Even though there are several studies on avoiding L1 use, there are no principle reasons for avoiding the first language other than allowing students to hear as much L2 as possible. Research results of Carson and Kashihara (2012) directly suggests that L1 use should be used since it helps students to learn L2. They found that the quickest way for students to learn L2 is connect the L2 to L1. The reconsideration of L1 use in ESL classroom has been proven by Hung (2012) who states that mother tongue should not be viewed as having drawbacks. The mother tongue can be used as teaching strategy to explain meaning effectively and efficiently (Hung, 2012). Again, Cook (2001) also argues that a teacher who is able to use two languages effectively and efficiently could be a model of successful bilingual.

Suffice to say that L1 use facilitates EFL learning in the literature reviewed in the previous section; however, some researchers (e.g., Miles, 2014) still disagree on L1 use in EFL contexts. This is because they are advocated of English-only policy in a classroom and believe that if students know that the teacher will use L1, then they stop processing information in L2; therefore, students know that the teacher will clarify and explain about anything they wish (e.g., meaning of a new word) in L1.

Furthermore, most students know if their L1 can easily be accessed and understood, they stop practicing and communicating in L2 and shift to L1 anytime they wish. Accordingly, the proponents of exclusive L2 use prohibit L1 use since they know that the students do not work hard enough when they can simply think in L1 (Ford, 2009). Therefore, they propose that L1 and L2 are two different linguistic phenomena and L2 is learnt through maximum exposure. Furthermore, Critchley (1999), Burden (2000) and Mitchell (1988) argued that L2 learning mostly happens when the students are exposed to it exclusively because it helps them to think and communicate in L2 as if they are in a real life context.

The proponents of L2 use argue that target language use results in more language exposure which leads to enhancement of oral interaction. This provides students with a TL-rich environment where learning opportunities are maximised via increased interactions between teacher-students and student-student (Jacobs & Kimura, 2013: 1).

In the view of the potential contribution that L1 can bring into the L2 learning process, Cole (1998) posits that the frequency of and/or the reliance on L1 use. Consequently, the monolingual L2-only teaching approach has furthermore been criticised as a monolingual fallacy (Ismail, 2012: 144; Philipson, 1992; 185) and in the light of its potential benefits to L2 learning if used judiciously, proponents of allowance of L1 use in classroom settings strongly argue for a reconsideration of the role of L1 (Harmer, 2007: 132).

Studying in an English-speaking environment seems to imply an expectation of an English-only environment, where all expert or near-native users of English, in reality however, many of the students were enrolled in the general English course because they did not meet the minimum English language proficiency requirement. This may mean rewording the existing English-only labels to perhaps ‘Speak English’ or ‘English Zone’ to reflect domains or areas where more English use is encouraged without compromising the position or role of the L1 in a multilingual context, or even removing these labels altogether.

The issue regarding the teachers’ language use was selected as it has not been found to be taken place in EFL classroom in Indonesia as the setting of the research in depth. In addition, as the L1 use is considered as the marked language use or the language that would not be normally expected in a certain context.

Torez and Guzman (2003) stated that bilingual education refers to an educational program in which both a native language and a second language are taught as subject matter and used as media of instruction for academic subject.

This program in Indonesia has been applied since 2004-2005 of academic years in several junior and senior high school that have been standardized as public school. There are many public schools that are proposing for implementing bilingual system however it has received many critics’.

There are two kinds of skills that teachers should have in bilingual classroom. First, balanced bilingual, which is a teacher who understand in two different languages in any context. In Indonesia, it is quite hard to have this kind of skill. Second, dominant bilingual, which is a teacher who is dominant in one particular language (local language).

In Indonesia, there are many schools that apply bilingual education. In this study, the researcher will conduct a study in Takalar, South Sulawesi where some of the schools in that regency, use bilingual education especially in senior high school.

SMAN 1 Takalar is one of many senior high schools in Takalar. It has 3 class programs, namely IPA class, IPS class, and Bahasa class. Class XI, IPA consist of 11 classes, XI IPA 1 until XI IPA 11. IPS consists of 5 classes, XI IPS 1 until XI IPS 5. XI Bahasa has 1 class, XI Bahasa. This class classification is based on the level of students’ intelligence.

The researcher selects SMA Negeri 1 Takalar for this study because it is one of the leading high schools in Takalar and often follows school competitions at the district and provincial level. Basically, competitions conducted by certain institutions actually used as a means to show the accomplishment. The achievement of success in a competition can be used as an indicator of the success in the schools learning process. In the learning process, the teacher and students are involved in an interaction, verbally and nonverbal.

Therefore, in order to process a higher quality of learning, one way is determined by the ability of teachers to take advantage of the language use as one of the strategies to make classroom interaction more effectively.

From the explanations above, the researcher was interested to build up the study under the title: Bilingual Interaction in EFL Classroom.

Even though, it seems that the researcher is keen to conduct a study about bilingual interaction, but the researcher focuses more on how the students attitude towards bilingual interaction. The researcher will describe bilingual interaction as perceived by Senior High School students to find out the students’ attitude and the impact of bilingual interaction on students’ bilingual achievement. This research is expected to provide information and give a clear picture of bilingual interaction in an EFL classroom.

1. **Problem Statements**

The research questions assist the researcher to focus on investigating the problem which then needs to be answered; moreover, the research questions that have been formulated also becomes one of the essential elements of the research process itself (Fraenkel *et al*., 2012). Therefore, the research questions that are posed here are as follows:

1. How does the teacher involve the students in bilingual interaction?
2. How are EFL students’ attitudes toward bilingual interaction?
3. How does bilingual interaction impact on the students’ bilingual achievement?
4. **Objectives of the Research**

The teachers must have perception in providing the best service to their students but the reality is still far from expectations, some of their students complain about the teachers’ way in teaching L2 especially in the condition where they should use the target language even when they teach using L1. Thus, this study aims to find out:

1. The ways of the teacher to involve the students in bilingual interaction.
2. The EFL students’ attitude towards bilingual interaction.
3. The impact of bilingual interaction on the students’ bilingual achievement.
4. **Scopes of the Research**

The scope of this research was limited into three different aspects, as follows:

1. By discipline, this research is limited to study the pattern of the language use and L1/L2 function(s) which is performed by the teacher and students in EFL classroom.
2. By content, the primary focus of this research is bilingual interaction in the classroom between teacher and students, and bilingual interaction between students and the other students.
3. By activity, this research was conducted at SMAN 1 Takalar. The researcher recorded the use of bilingual interaction during the teaching and learning process, namely beginning the class, running the class and ending the class. The researcher conducted interviews and collected documents in order to acquire the data for the students’ interaction, students’ attitude and students’ achievement that was influenced by bilingual interaction in the classroom. Then, the researcher classifies and analyzes the data as the focus of this research.
4. **Significance of the Research**

The research is aimed to explore the area of language teaching specifically in terms of the language choice performed by the teacher in teaching Indonesian EFL Classroom.

Teachers may learn and teach L1 and L2 appropriately in providing students with comprehensible input and use it in their responsibility as the one who transfers knowledge and also in their life of conversing in English during learning and teaching process.