



Investigating the Use of First Language in English Language Teaching at secondary School

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Abstract

Papuan Malay is the second language considered by Papuans after the regional language and not a few people use Papuan Malay in various aspects of life, one of which is in the field of education. At present, there are many phenomena of using Papuan Malay as the language used in mastering English. This study applied a qualitative descriptive method with six English teachers in secondary schools as research subjects. The data collected through classroom observation and depth interviews. The finding obtained that Papuan Malay is used in presenting instructions, providing motivation and explanations in teaching materials. The finding also revealed that the teacher used the first language to show anger, sadness, and happiness, its use is carried out with the aim of providing a sense of comfort when communicating and interacting properly between the teacher and students.

Keywords: *First Language; Papuan Malay; Teaching English*

Introduction

The fundamental hassle with instructing English in tribal areas is altering the mind-set of conservatives (those who do not experience the want for change). They do no longer recognize that English schooling and getting to know will convey about change; mastering is an alternate in behavior. Therefore, many matters rely on mother and father and loved ones to instruct their youthful siblings so that they can additionally be on par with the modern-day world. Lack of motivation and pressure stays an important assignment for instructing English. If the instructor can set up an accurate relationship with the students, the job will be easier. Studies exhibit that instructor motivation contributes extra to the educating and mastering procedure than trainer competence.

One must no longer imply to say that a student from a tribal location is immune to modern-day lifestyles all together; nonetheless, the instructions taught ought to be nearer home. The students take activity in gaining knowledge of English via a give-and-take process, which makes language richer. The English instructor additionally encounters

issues with the attitude with which the students come for learning. The students accept as true with that, they do no longer comprehend grammar; they cannot learn English by school experience from the former must not forget that anyone who knows grammar in one language also knows it in another as far as substance is concerned. If he cannot then again communicate any other language, or recognize these who communicate it, this is due to the fact of the distinction of phrases and their formations, which is unintentional to grammar. While this data has been discussed more fully in other publications (Bonny Norton 2011), Illustrative examples of studies that investigate how identity categories like race, gender, and sexuality interact with language learning are discussed. Common qualitative research methods used in studies of identity and language learning are presented, and we review the research on identity and language teaching in different regions of the world. The close linkage between ethnic identification and language. There is a relation between the use of language and ethnic identity. There is a robust tendency to ascribe many factors of human lifestyle to the impact of the surroundings in which the sharers of that tradition are placed, some even taking the excessive role of lowering virtually all manifestations of human lifestyles and notion to environmental influence. furthermore, the use of tribal language in educating English now not solely to assist the college students effortlessly recognize English phrases however additionally as language maintenance.

Research related to the use of mother tongue or several previous researchers have carried out first language in foreign language learning: Sawaki (2021), (Prihapsari 2018), (Jannah 2019), (Sumarsono 2011), (Nurhayat 2011), (Khati, 2012), Harmer, 2007), (Buyukyazi, 2011). (Zakaria, 2017), Alshehri (2017), Ahmad (2018), Priyastiti (2021) Silvani (2015), Hasrina, (2018).

Sawaki (2021), Prihapsari (2018), Jannah (2019). Their research focus on the use of Papuan Malay as the first language while the aother researcher focus on the use of first language in teaching English in the classroom. Sumarsono (2011) which states that language as part of a social phenomenon that cannot be separated from its users. Sociolinguistic studies highlight the overall problem with the social organization of language behavior, including not only language use, but also language attitudes, behavior towards language use. Furthermore, Nurhayat (2020) finds out that there is a positive perspective in using tribal language in teaching English in the class. The first language is the language that a person acquires naturally from time to time from the environment in which he lives. In other words, the first language is the mother tongue or the language that a person acquires for the first time. In addition (Khati, 2012) states that the first language is the language that a person produces since childhood and can be used comfortably in various circumstances.

Method

This study conducted in SMPN 10 Manokwari and SMP YAPIS Manokwari from January – March 2021. By using qualitative descriptive method. It involved six junior high school English teacher as the participant. Classroom observation and Depth interview used as the Instrument to know the reason and the function of using first language (Papuan Malay) in teaching English in the classroom. Classroom observation was used to see the teacher's way in using First language (Papuan Malay) while the depth interviewed was used to find out the teachers perceptions in using first language in teaching English in the classroom. Meanwhile, to analyze the data this study used interactive model by Miles and Hubberman (1984) which covers three steps, namely data reduction, data display and conclusion drawing/verification.

Results

The interview results show that teachers have strong reasons for using Papuan language in teaching English. To provide comfort for students to be brave and active in class, the teacher invites students to use the Papuan language.

1. The Use of Papua Language in Teaching English

Based on the result of the interview and observation, the data showed the use of Papuan Language in teaching and learning process in the class for giving instructions or feedback and comments. (See the short statement below from the English Teacher 1, 3, 5 and 6)

[Interviewer: Next, question, what language do you mostly use when giving feedback on your students' assignment?]

1st Teacher: *When I teach em.. and when I give feedback to my students ; I of course use English but after that I will translate it into Indonesian Papuan Language*

2nd Teacher: *Uh..the first I'm uh.. teach them in the-uh.. English language. Uh.. next, I teach them to Papuan Malay, [?= and they are understand what I mean I Indonesian language]*

3rd Teacher: *kalau pada saat mengajar mata pelajaran bahasa Inggris dan saya gunakan papua malay para murid [?=mungkin lebih senang karena mereka akan paham apa yang saya jelaskan di kelas] [when I am teaching English I used Papua Malay. Maybe, it is more fun because they (student) will understand more from my explanation].*

From the data above, we can see how the teacher used Papuan Language to help the students understand more about the point of the lesson and to get the response of the students related to the lessons. See what the first teacher said when *I give feedback to my students; I of course use English but after that, I will translate it into Indonesian*. The word **of course** shows that the use of First Language (Papuan Language is used more than Indonesian in the class. The third teacher also stated that she prefers to use Papuan Language in teaching English because it is more understanding. Besides that, the use from the data above also cam stated that the teacher tried to help the kids to get the point of the lesson so the kids can easily understand and to make the kids feel comfortable and feel happy and fun in learning English as the foreign language.

2. The language most students use when interacting with other students in class.

1st teacher: They interact more using Indonesian, especially the Papuan Malay.

2nd teacher: Mereka *roosted sound* lebih sering gunakan bahasa Indonesia dan papua malay. [Mereka *roosted sound* lebih sering menggunakan bahasa Indonesia dan melayu papua.]

3^d teacher: Yes, almost Indonesian language but sometimes I ask them to try to speak English# little

4th teacher: Saya lebih sering menggunakan bahasa Indonesia.

[*I mostly use Indonesian.*]

5th teacher: You could say that standard Indonesian was first entered. Using Indonesian by using the Papuan dialect, they had to adjust to the fact that it was true that they at school had to use the standard language.

6th teacher: I use Indonesian language when interacting with other students in school. Use Indonesian, I always use Indonesian.

The data from the six teachers above showed that most of them used Papua Malay in teaching English in the class. Students' understanding and teacher ability toward English become the consideration why the teacher is more comfortable using Papua Malay in delivering English in the class. From the six statements above, we can see how the teacher answers the question with the random structure and grammatical English. It means that teacher ability affects students' response toward English in the class. Besides the teacher's ability, the adjustment to the student's ability toward the language is also the reason why the English teacher prefers to use Papua Malay in delivering the lesson in the class.

3. The English score of the students who use the first Language (Papuan Malay) is higher in the class.

1st teacher Neither do some of my students have their own abilities and it doesn't depend on using a Papuan accent ; em.. their score will be higher *Ms. Alvi laugh* Of course not. #

2nd teacher 'Yes of course' #

3rd teacher Tidak juga, [%itu tergantung dari seberapa sering mereka kumpul tugas, kehadiran dan nilai UAS, UTS mereka] *Not really, [% it depends on how often they submit assignments, attendance and their UAS, UTS scores*

4th teacher Oh, what was that[?]

[there are no exceptions, I mean, it does not depend on# the higher language[=]+. Yes no exception it is based on their skill[=].

5th teacher Belum pernah mengevaluasi itu sih actually tapi sejauh ini karena # rata-rata yang tinggi memang ... students dari kalangan nusantara ya yang non Papua so mostly # nilai yang lebih tinggi adalah penutur bahasa Indonesia dibandingkan yang penutur yang bahasa ibunya adalah bahasa Papua Malay.

[*I've never actually assessed it, but so far because the #average is indeed high...students from the archipelago, yes non-Papuans, so the most # score higher are speakers of Indonesian compared to speakers whose native language is Papuan Malay.*]

6th teacher hmm # ; no because there is an assessment because most Javanese students here ## + ... ; so I can understand it better in Indonesian.

The results of interviews with six teachers from various school conditions and students'

abilities above show that each student's ability, background and environment do not affect student achievement in learning language in class. Language diversity is just language and has nothing to do with students' ability to study subjects in class.

The transcript below related to text above:

1st teacher: hm.. I think yes, so most of my students prefer it when I teach using Indonesian, especially ; Papuan Malay.

2nd teacher: Tidak sering, **roosted sound** karena kalau guru sering menggunakan logat papua atau papua malay di dalam kelas para murid bisa mengikuti untuk pakai bahasa tersebut. [*Not often, *roosted sound* because if the teacher often uses Papuan or Papuan Malay accents in class the students can follow along to use that language*].

3rd teacher: itu kembali lagi depend on the student, kalo anak-anaknya ... Papua ya # mereka (?) lebih + ## karna disini tuh kalo anak-anak (?) kebanyakan memang anak-anak Papua jadi their more comfortable when I transfer the meaning of English using Papua malay.

[it again depends on the student, for the children... papua huh #they(?) are more + ##because here most of the children(?) are indeed Papuan children so they are more comfortable if I transfer the meaning of English using Papuan Malay]

4th Teacher: Teaching is generally standard Indonesian because most of the children use the Papuan language or Papuan language. Sometimes Indonesian will be in Indonesian when, for example, during recess, we will use Papuan or Papuan dialects.

5th teacher: Yup. Sometimes, the students use Papuan Malay and I also sometimes use Papuan malay when teaching English.

In practice, classroom management related to how instructors use class language in the form of guidelines that are easy for students to understand without problems. The function of the classroom language to understand interaction is an integral factor in the implementation of acquiring language knowledge, as a means of verbal exchange so that through language students can take part in type activities, understand what to do, the language spoken by word of mouth. In a way that students with language are able to train speech production, the use of language in the study room will describe the educational conditions and procedures given by the instructor to students, there is still a belief that students at an early school age must learn to pronounce words, phrases or sentences.

Discussion

The teacher really understands the situation of the students, with an environment that predominantly uses only one language and is far from the city so that students' interest in learning English is very low, so that when the teacher uses English in class students look confused, do not want to know, are afraid and sometimes intend study is not optimal. Therefore, to give students a sense of comfort and confidence in mastering English, the teacher also uses the Papuan language in the teaching and learning process. In addition, the use of the Papuan language has come to be one of the habits used in daily life, each with household and with friends, so that the use of the Papuan language used as an excuse to make it easier to understand English. Teachers at the school revealed that students have been very foreign to English, environmental prerequisites and parental backgrounds influenced students now not to be involved in getting to know foreign languages.

Thus, the teacher selected to give an explanation for the material at once the use of the Papuan language. It is related to (Harmer, 2007) believes that the use of the first language in gaining knowledge of is unavoidable and is a frequent incidence in lecture room interactions. In general, the use of a first language in English lessons is to bridge the hole that happens between college students and instructors all through interactions, for instance a teacher interprets into their first language when they do not recognize the directions given. However, the use of the first language in mastering English should be regarded as nicely as viable so that there are no mistakes in the acquisition of a second language for students. Teachers additionally experience that the studying technique will become much less positive when the use of full English in the gaining knowledge of process, so it is indispensable to modify it to the skills of students in the classroom. Even although teachers have specific cultural backgrounds, they nonetheless adapt to the dominant language used, particularly Papuan Malay instead than trendy Indonesian. In order to keep away from misunderstandings and use the means of English, teachers and students use the Papuan language as an English translator. In the implementation of instructing and gaining knowledge of activities, it is no longer distinct for teachers to immediately translate English into Papuan language. This is due to the fact students do not have an English-Indonesian dictionary that they can use to seem to be up the means of phrases that are hard to understand. The teacher additionally argues that gestures cannot assist students apprehend phrases or sentences in English. Giving examples by means of the use of pronouns or synonyms that the teacher has additionally done, however nevertheless students higher recognize the phrases that the teacher interprets into Papuan Malay.

Conclusion

The result of the study showed that both teacher and students used First language to show expressions of confusion, sadness, disappointment, and happiness. Furthermore, the purpose for the usage of Papuan Malay in gaining knowledge of English is that they prefer to provide an experience of comfort and convenience when speaking and interacting with each teachers and students. The use of the First Language (Papua Malay) in every session of gaining knowledge of things to do will be complete input for students so that students are acquainted with the expression of the language. Classroom management and language use will make teachers extra capable in adjusting the teacher's ability to the student's ability. The feature of the Papuan Malay language in the teaching and getting to know process of English is to grant instructions, furnish motivation, and provide an explanation for the lessons and teaching materials.

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