A STUDY ON L1 USE IN ENGLISH CLASSROOM: PERCEPTION AND PRACTICE

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Abstract: The use of L1 in language learning has become a debate for years. The opponents of L1 use argue that the use of first language (L1) may deprive the exposure of the target language (L2) that will affect learners L2 acquisition. As the consequence, learners must use L2 all the time for learning. However, the proponents say that there is not any evidence showing the use of exclusive L2 makes learners get higher achievement. Instead, the L1 enables learners to notice L2 features, to clear up misunderstanding, to learn vocabulary and grammar faster and to memorize the language. There have been a lot of studies conducted to see the perception of teachers and students on the use of L1 and the practice of L1 use in the classroom. However, few discuss the teacher and student interaction in the framework of IRF (initiation-response-follow up) exchange and Conversation Analysis. The teachers thought that the use of L2 should be used maximally, while students preferred combining L1 and L2 for learning. In the practice, L1 was still constantly used by teachers and students. Teachers usually used L1 for knowledge building and managing classes, while students used L1 for all aspects of learning.

Keywords: *First language (L1); Target language (L2); IRF moves; acts*

INTRODUCTION

Interaction requires two people or participants that share information. In the classroom, teachers and students are the ones that hold the important roles. Despite the teachers' domination in the classroom (Macaro, 2006), classroom interaction is not only a process of transmitting information from teachers to students. Teachers are also the facilitator of the learning and co-constructor of knowledge through joint negotiation (Sharpe, 2008). The joint negotiation further implies as two-way communication rather than one-way communication. Students should not only receive new information from the teachers but also negotiate what they have already known with the information from their teachers.

The interaction in language learning classroom must show a typical situation that is the use of target language (TL) and the mother tongue (L1). Like Indonesian learners, English language learning irresistibly puts them in the bilingual situation, even multilingual situation. This is due to the fact that most Indonesians speak Indonesian as the national language, and some speak some local languages. Therefore, the interaction using two or more languages cannot be avoided including in the classroom. In a bilingual context, it is considered as a normal way of communicating with the people (Gardner-Chloros, 2009).

Although it is seen as a normal way of communication in English language learning, the use of L1 seems to be very dilemmatic for English teachers. In a way, teachers believe that L1 can create a non-threatening learning atmosphere. On the other hand, the use of L1 may deprive

the exposure of the target language (TL) that will affect learners' TL acquisition (e.g., Cook, 2001; Polio & Duff, 1994).

The dilemma is not resolved as studies continue to debate on the use of L1 in language learning. The use of English-only comes from the misinterpretation of maximizing English exposure as the use of English only in the classroom (Turnbull & Arnett, 2002). However, there is no evidence that exclusive use of English in the learning process makes students get higher achievement (Macaro as cited in Sampson, 2011). Secondly, the use of L1 is sometimes seen as deprivation of English proficiency (Gardner-Chloros, 2009). Gardner-Chloros (2009) added that the perspective is too narrow since the use of L1 should be seen from an interdisciplinary perspective.

To add, the proponents of L1 use see that L1 use serves several functions that help learners improve their skills. Chavez (2016) summarizes some scholars' idea that L1 enables learners to notice L2 features, to clear up misunderstanding, to learn vocabulary and grammar faster and to memorize the language. Besides that, Forman (2012) also points out six pedagogical functions of bilingual EFL teacher talk for animating, translating, explaining, creating, prompting, and dialoguing. Moreover, L1 is used as means to access curriculum, manage the classroom, build interpersonal relations (Cahyani et al., 2016; Carless, 2008; Horasan, 2014; Sampson, 2011).

Along with the benefits, teachers give positive opinion toward the use of L1 in the classroom (Brooks-Lewis, 2009; Horasan, 2014; Manara, 2007). They think that L1 can be used in limited amount and in a judicious way (Manara, 2007). By using L1, teachers can avoid misunderstanding and improve their communication with students. Although L1 is allowed to use, TL should be prioritized in the learning. The teacher should encourage the class to use more TL regarding the aim of the learning is to acquire the TL.

Literature in support of the use of L1 describes some beneficial contributions to the teaching of TL. Not only the teachers do respond positively to the use of L1, but students also think that L1 should be allowed to be used in the learning process (Borlongan et al., 2012; Horasan, 2014; Macaro & Lee, 2013; Manara, 2007). They stated that they prefer the use of L1 for instruction than English (Borlongan et al., 2012). L1 is more efficient that they do not misunderstand instruction and can do the task correctly. Although L1 is allowed during the learning, the learners still show a good manner towards the TL. It is shown that they want the teachers to use more TL during the learning (Horasan, 2014).

Although studies about perception towards the use of L1 have been done intensively, few discuss the teacher and student interaction in the framework of Conversation Analysis (CA) and IRF exchange. Conversation analysis is a way of analysing language and social interaction used in natural situation and the interaction is not designed in such a way to meet personal intention (Have, 2007; Wong & Waring, 2010). Analysing the conversation enables researchers to see how management of participation support and obstruct learning. There are three points that promote learners' participation in class. The first is the use of unfinished turn constructional units (TCUs). This allows learners to respond teachers easily since teachers feed them with the clues. The second is the use of IRF, that learners are guided to the correct answer. The last is engagement in identity shift. The common situation is that teachers play role as the source of the knowledge that student might ask to the teacher. When the identity is shifted, for instance the teacher is asking about the meaning in students' L1, students become more willing to participate in the learning process.

IRF pattern was first coined by Sinclair and Coulthard in 1975 in order to break down interaction into initiation-I, response-R and feedback-F (Viiri & Saari, 2006). Sinclair and Coulthard (as cited in Sharpe, 2008; Hinds, 1979) explains that the interactions are more likely to start with questions (initiation) from the teacher. Then, the students respond to the question. Then, the teachers evaluate students' responses or give feedbacks/follow up. This implies that in

one unit of class interaction there is no fixed pattern of IRF. In practice, there might be several Is, Rs, or Fs in one unit.

By looking at the IRF exchange and the acts of the utterance through the CA framework, the L1 use in the language learning is not simply a deprivation of the learning participations. Therefore, this study is done to provide two ideas: teachers' and students' perception on the use of L1 and in what ways L1 is used in language instruction.

METHOD

This study adopts the mixed-method approach. Dornyei (2007) defines mixed method study as "the collection and the analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process" (p.163). This approach aims to gain more comprehensive understanding, to validate findings from different perspective, and to reach multiple audiences.

Participants

The participants of this study were two teachers and sixty-five students of two private schools in Cikarang, one senior high school and one junior high school. Most of the students grew up in Cikarang, Bekasi area and spoke Indonesian as their first language. Some of the students might speak some local languages but did not actively use the languages in their daily communication.

For the interview, two teachers and four students were interviewed about their perception on the use of L1 in the classroom. For the sake of the school convenience, the teachers decided the students who were to interview. Two students from School A dan two students from School B.

Observation scheme

The observation was conducted on science classes and the social classes. In total, the observation of school A was conducted for 590 minutes. For School B, one class was observed for four times or about 320 minutes.

To get the actual linguistic data, a video camera and audio recorder were used. From the video recording, it could be seen how the classes went, how the students reacted to the teacher talk, and how the students and teachers responded. The audio recorder was placed near the teacher so that the teacher talk can be recorded more clearly.

After the observation, three observations recording from each school were transcribed. In deciding which transcription to analyse, the researcher chose three transcripts that were rich in L1 and L2 occurrences in the classroom interaction. The first observations were not analysed due to students' and teachers' high awareness of the researcher's presence in the classroom which may affect the way they interact in the classroom.

Questionnaire

A questionnaire was used to see the students and teachers' perceptions towards the use of L1 in the lesson. The questionnaire is adapted from Manara's (Manara, 2007) study, which is composed of two major sections. Section A was concerning on how English should be learnt, while section B was about when and how L1 was used in the classroom. For section A, the questionnaire used four-point Lickert scale responses because participants tended to choose the middle option when the option number is odd (Kulas & Stachowski, 2009; McKay, 2006). Meanwhile, the section B used the numerical rating systems in which the participants responded to the statement based on the continuum of "always to never".

The adaptation made in this study occurred in Section B by adding some functions of L1 in the classroom. The items added were to clarify the concept of the material (9i), to discipline students (9j), to change discussion topics (9k), to attract students' attention (9l), to reprimand or

chide students (9m), to answers students' L1 questions (9n), to answer students' L1 questions (9o), and to share teachers' opinion and feelings (9p). The questionnaire was translated into Indonesian in order to make sure that the participants understood the content of the questionnaire and to avoid any language barrier in providing their responses. Therefore, translating the questionnaire into Indonesian was considered necessary.

Interview

A semi-structured interview was done to find more opinions and deeper insights towards the use of L1. The interviewees were the two English teachers and four students from School A dan B. The teachers were female with Javanese as their first language (L1). Teacher A has been teaching English in the school for two years. Teacher B have been teaching in the school for three years, but she had more than 10 years' experience of teaching. The student interviewees were two females and two males of 13-17. In addition, their first language (L1) was Indonesian.

The interview was conducted in Indonesian so that the interviewees could express their idea more clearly. The teacher interviews took about 20-35 minutes, while the student interviews lasted for about 10 minutes. The interviews were audio-recorded then transcribed. After that, the transcription was analysed to support whether the perceptions went along with the result in the observation and the questionnaire.

Data Analysis Method

The questionnaire was used to obtain teachers' and students' perception toward the use of L1 in classroom interaction. The result of the questionnaire was analysed quantitatively to see the percentages which later showed the general perception. Then, the data was triangulated with the data from the semi-structured interviews and classroom observations.

Then, transcriptions were used to see the frequency of L1 use in the classroom interaction. The next step was to mark the L1 occurrence in each turn and see the occurrences in one unit of analysis that consisted of one topic discussion. So, it can be seen who initiated the interaction, when the IRF occurred, and how the interaction went. Then, the L1 was marked to see in which move L1 occurred, whether it was in the initiation, response, or feedback. From the marking, it can be seen when participants usually switch to L1 in the classroom interaction.

After knowing the L1 occurrences, the data was analysed based on what kind of speech acts the L1 performs. The classification of acts that is used in this study is Sinclair and Coulthard's (2002) acts lists. It is possible that in one turn contains more than one act. Analyzing the act also revealed the function of L1 occurrences in teacher-student interaction. Furthermore, the transcription units were analysed to find out the students' reaction when L1 occurred and whether the participants switched back to English.

FINDINGS AND DISCUSSIONS
Teachers' and Students Perception on L1 Use

The questionnaire and the interviews showed that teachers and students had different perception on the use of L2 (English) in the classroom. From the questionnaire, the two teachers believed that all classroom participants should use L2 (English) all the time and they felt that using L1 (Indonesian) and L2 at the same time hindered the L2 acquisition. The answer in the questionnaire is in line with the teacher's explanation in the interview. This can be seen from the interview of the teacher.

> Excerpt 1
>
> Interviewer   *Tapi kalau, setuju atau enggak Miss kalau misalnya ada aturan harus memakai bahasa Inggris*
>   [Do you agree with the rule saying that you must use English?]
> Teacher A   *Setuju sekali.*

	[Totally agree]
Interviewer	*Ada tapi-tapinya nggak?*
	[I there any condition?]
Teacher A	*Enggak. Nggak ada, nggak ada. Menurut saya memang seharusnya seperti itu. Cuma saya memang belum terlalu tegas ya*
	[No conditions. I think it should be like that. I'm just not that strict yet.]

Teacher B also had the same belief as Teacher A. The belief came from their own learning experiences. Teacher B said that the idea that English should be used all the time has been planted by her lecturer when she was finishing her bachelor's degree in English education department.

Supporting her answer, the teacher said that enforcing the students to use English is one of the ways to familiarize English to the students, because classroom is the ideal place to establish an English exposure environment and a place to practice English. Outside the class, the environment does not support students to practice English. She believed that exposure is an essential element of language acquisition. Based on Krashen's input hypothesis, students will acquire a language when they are exposed to comprehensible language that contains 'i + 1' (Lightbown & Spada, 2009, p. 37). The 'i' represents the students' level of language acquisition and '1' is the linguistic input to reach higher level of acquisition. With the comprehensible exposure, eventually students will build up their knowledge of language, and then acquire the language. For instance, by listening to the language repeatedly, students will connect the element of language, so they finally acquire the language.

Teacher B added that her experience of English learning in senior high school and in university proved how her English improved differently. In senior high school, her teacher applied grammar-based method and used Indonesian all the time. It was different from the situation in the university where she had to use English all the time. She found out that her skill improved significantly when English is intensively used for learning. Therefore, she applies the idea when she teaches English.

On the other hand, the students had different idea from the teachers. They should not use L2 all the time. L2 should only be used when they spoke to the teachers. From Figure 1, indicator 1 showed that 18.5% students strongly agreed and 58.5% agreed that the students should use English when talking to the teachers. From indicator 3, 23.1% strongly agreed and 50.8% agreed that teachers should use English all the time in the classroom. However, indicator 2 showed that the students thought that they had no obligation to use L2 when talking to their classmates, although they realize that practicing L2 would improve their skills. Fifty-point eight percent (50.8%) students disagreed and 1.5% strongly disagreed that students should use English when talking to their classmates.

The result also showed 27.7% strongly agreed and 67.7% agreed that comparing L1 and English helped students acquired English. Twenty-nine-point two percent (29.2%) strongly agreed and 60% agreed that students learned better using bilingual materials. From the data, students believed that L1 and L2 supported their learning in the classroom. The similar belief does not only occur to Indonesian students (e.g. Manara, 2007), but also in some other countries (e.g. Ariffin & Husin, 2011; Borlongan et al., 2012; Brooks-Lewis, 2009; Macaro & Lee, 2013).
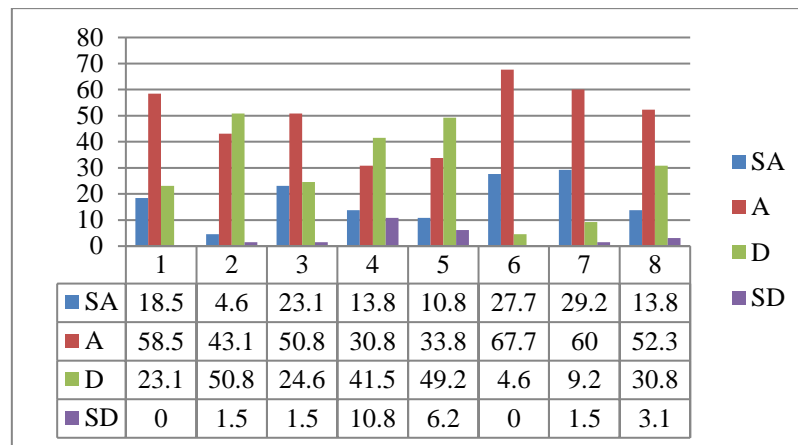
Figure 1. *Students' Perception on how L2 should be used*

Note:
1. Students should use English in the classroom with the teacher all the time.
2. Students should use English in the classroom with their classmates all the time.
3. Teachers should use English all the time, regardless of how much English students choose to use.
4. The use of the mother tongue (L1) slows down the process of acquiring English.
5. Once I (my teacher) use the students' mother tongue, my students will always expect me to explain something in their mother tongue next time.
6. Comparing the students' mother tongue and English helps students to acquire English.
7. Students learn better using bilingual materials (materials with little use of mother tongue, e.g. instruction in Indonesian and exercises written in English)
8. Students learn better using bilingual dictionary (Indonesian-English instead of English-English dictionary)

SA: strongly agree (%); A: agree (%); D: Disagree (%); SD: strongly disagree (%);

The students realized that practicing English helped improve their English proficiency. However, they found some limitations, such as lack of practice, limited vocabulary, and reluctant classmates. In the interview, Student A2 shared her experience on learning English. She said that she did not practice enough when in junior high school because she did not have partners to practice her speaking. She also found difficulties to practice English because she and her classmates lack of vocabulary which then force them to switch to Indonesian. Because of their limited vocabulary, she felt that her English was not improving although she had learnt English intensively since junior high school.

Furthermore, 13.8% strongly agreed and 52.3% agreed that comparing bilingual dictionary helped them understand the lesson better. By using bilingual dictionary, students can get the meaning of words faster. In the interview, Student A1 and Student A2 said that bilingual dictionary would be better. The dictionary will help her with the basic need of understanding statement that is to understand the meaning of words.

Although the teachers believed that English-only class could improve students' proficiency, in fact they still used L1 in the learning process. They mostly used L1 for giving feedback to students, helping students to feel comfortable, explaining administrative information, and reprimanding students. It shows that teachers use L1 in three categories (Cahyani et al., 2016) such as knowledge construction, class management, and interpersonal relations. Knowledge construction includes giving feedback to students, while helping students feel comfortable can be included in interpersonal function. In addition, class management includes explaining administrative information and reprimanding students.

According to the students, teachers often use L1 for giving feedback to students, checking comprehension, explaining new words and explaining concepts. The four functions are the content of the lesson. In other words, the teachers mostly used L1 knowledge construction.

Furthermore, teachers and students agreed that students often use L1 in the classroom. The students realized that L2 practice is important for their skill improvement, but they prefer using L1 considering it is more efficient. The claim is confirmed by several studies that have

similar findings (Borlongan et al., 2012; Macaro & Lee, 2013; e.g. Manara, 2007). In addition, students may not change this attitude, that they would prefer L1 to L2. Burden's (2004) study on students' attitude change shows that the percentage of L1 proponent drops from the beginning of the semester to the end of the semester. However, the drop is not significant, and most students still prefer using L1.

Teachers' and Students' Practice

In practice, teachers and students used L1 in the learning process despite the idealism to only use English. The teachers even used more L1 compared to the students. The class interaction can show when L1 occurs in the IRF pattern (Initiation/re-initiation, response, and feedback). The frequency was measured by marking the TCU (turn of construction unit), that describes pieces of conversation and which end is marked by the turn of another speaker. In other words, the interaction was transcribed based on the speakers' turn. The classroom interaction is composed of patterns of IRF. Then, the author marked where the L1 occurred and counted the frequency.

The classroom interaction shows typical pattern of IRF. The initiation and response were dominantly conducted by the teachers, which also shows by the teachers' L1 occurrence as seen in Table 1. To compare, L1 initiation or re-initiation were dominated by teachers with 190 and 449 occurrences. Meanwhile, the students' L1 initiation and re-initiation were only 74 and 91 occurrences. On the other hand, the students usually conducted the response part. This numbers illustrates the trend of classroom interaction that teachers usually dominate the class interaction (Macaro, 2006). Since teachers are responsible for running the class, they consequently produce more L1 during the learning process.

Table 1. *Frequency of L1 Occurrences*

	Teachers				Students			
	I	I(b)	R	F	I	I(b)	R	F
School A	100	199	78	124	66	76	295	47
School B	90	250	19	84	8	15	123	5
Total	190	449	97	208	74	91	418	52

Seen from the IRF moves (Sinclair & Coulthard, 2002), Table 1 shows that both schools indicate a similar trend on when L1 usually occurs. Teachers' L1 occurred respectively in re-initiation, initiation, feedback, and response. The least occurring L1mmove in both schools was the response. On the other hand, students' most frequent moves are respectively response, re-initiation, initiation, and feedback. There are 295 students' L1 responses in School A, and 123 occurrences in School B. The frequency of L1 occurrence here aligns with the domination of the classroom interaction. In other words, since teachers dominate the interaction, the teachers also use L1 more in the interaction.

After measuring the frequency, each L1 occurrence was then categorized based on Sinclair & Coulthard's acts (2002) such as accept, acknowledgement, aside, bid, check, clue, comment, conclusion, cue, directive, elicitation, evaluate, informative, loop, marker, meta-statement, nomination, prompt, react, reply, and starter. From Table 2, the teachers' L1 occurred mostly in the initiation and re-initiation moves, which are in the form of elicitation, directive, informative, loops, and prompt acts. For students, L1 usually occurs in the response move with the act of reply.

Table 2. *Frequency of L1 Acts*

Acts	Teachers	Students

	I	I(b)	R	F	I	I(b)	R	F
Accept	0	0	0	106	0	2	0	12
Acknowledgement	0	0	0	0	0	0	5	0
Aside	1	0	0	0	0	0	0	0
Bid	0	0	0	0	2	0	2	0
Check	14	26	1	1	0	0	2	0
Clue	1	11	0	0	1	1	0	0
Comment	1	5	7	5	1	5	44	3
Conclusion	0	0	0	19	0	0	2	2
Cue	0	1	0	0	0	1	0	0
Directive	54	64	6	3	10	8	12	1
Elicitation	78	211	14	0	37	54	31	1
Evaluate	0	0	1	69	0	0	5	33
Informative	27	44	8	4	23	14	16	0
Loop	0	56	12	0	0	4	18	0
Marker	9	1	2	0	0	0	2	0
meta-statement	0	0	0	0	0	0	0	0
Nomination	0	1	0	0	0	0	1	0
Prompt	0	25	0	0	0	1	0	0
React	0	0	0	0	0	0	0	0
Reply	0	4	46	1	0	1	277	0
Starter	5	0	0	0	0	0	1	0

Elicitation is often used to request a linguistic response and is usually in the form of questions. L1 elicitation occurred frequently in the re-initiation because when the teachers did not get the expected response the teachers would switch to L1 expecting that they got more responses from the students. This can be seen from the following excerpt.

Excerpt 2

Teacher	Okay, ee:: what happen in the video? What happened in the video?
Student	Opinion.
Teacher	Opinion. Opinion of two
Student	(x)
Teacher	*Kenapa? Christine ngapain tadi? (x)*
	[pardon me. Christine, what was it?]
	(no response – 00.06)
Teacher	Yes? Okay.
	What happen in the video between the first presenter and the
	second one. The girl and the boy. *Ada apa?* [what happened?]
Student	*Perbedaan* [difference]
Teacher	*Perbedaan apa?* [difference of what?]
Student	*Opini* [opinion]
Teacher	*Perbedaan opini. Okay. Apa yang berbeda?*
	[opinion difference. Okay. How is it different?]
Student	Art
Teacher	*He'e* [yes, that's right]
	…

Excerpt 1 shows that the teachers did not get the response for students, so she reinitiated the interaction by giving questions in L1. She said "*Ada apa?", "Perbedaan apa?"*, and *"Apa yang berbeda?"*. She did that until she got the response from the students.

Not only elicitation, in the initiation/re-initiation teachers used L1 to give direction and to get the non-linguistic responses (directive act). The teacher used L1 in order to get the immediate response from the students as seen in Excerpt 2 below. From the interview, the teachers explained that using L1 was more effective to get the immediate response, which was to turn off

the projector. This instruction was related to the technical use in the classroom, and it did not have relevance to the topic discussion. If she used English, the students might take more time to understand what the teacher said. As the result, the class spent a lot of time to fix the technical problems.

> Excerpt 3
> Teacher   : *Tolong dimatikan*. [Please, turn off the projector] (pointing to the projector)
> Student   : (Turning off the projector)

Sinclair and Coulthard (as cited in Sharpe, 2008) state that interaction is more likely to start with teachers' question. This aligns with the finding that teachers use L1 questions or elicitation in during the learning. Martin (as cited in Sukyadi & Islamiyah, 2012) says that a question is used to help lower learners reach higher level of understanding. Besides that, the observation shows that the teacher can engage students better when using L1. The interaction does not stop, rather flowing to the expected answer. The teachers try to lead students to the target knowledge. In other words, the elicitation is mostly used to build the students' knowledge. This function is one of four functions categorized by Ferguson (2009) and Cahyani, et al. (2016).

The observation showed how teachers use L1 for knowledge building, like giving feedback to the students, checking comprehension, explaining new words, explaining grammar, discussing assignments, tests, and quizzes, explaining concept, and changing the topic of discussion. Among the functions, the practice of elicitation can be seen when the teachers check students' comprehension, discussing assignment, task, and quizzes, and explaining concept. These kinds of functions are more likely to occur in the initiation and re-initiation.

The other acts used by teachers to initiate the interaction are informative and directive. This goes along with the claim that elicitation, directive, and informative are the most frequent used acts for initiation (Sinclair & Coulthard, 2002). In line with the four categories of L1 function classified by Ferguson (2009) and Cahyani, et al. (2016), directive and informative are used for knowledge building, classroom management, interpersonal relation, and personal affective meaning.

In the practice, the teachers usually use directive to ask the students related with technical problem, such as turning on speakers and projectors, and to ask students to answer or read texts. Besides that, L1 also functions to discipline students. The use of L1 indeed is seen as one of the most effective and efficient ways for teachers to interact with student. The students understand what the teachers want without giving too long explanation. For instance, when there was a problem with the class projector, Teacher A used L1 to get the projector fixed. By using L1 she got immediate reaction from the students.

Furthermore, the informative act functions in the four categories. This act plays a role for explaining new words, grammar, concept, and administrative information. The word explaining implies that the teachers want to make sure that the students understand. This also implies the use of varied vocabularies. Here the problem lies. When the students' vocabulary is limited, it is difficult to reach the understanding. Thus, L1 is used to bridge the communication and information gap between teachers and students.

From the observation, the occurrences of L1 for explaining grammar are quite frequent. However, it contradicts to the result of teachers' answer in the questionnaire that says they rarely use L1 for explaining grammar. The reason for this might be L1 is not teachers' first language choice. They would try to use L2, but they then will switch to L1 when students get confused

Next, the act of loop also occurred quite frequent in the re-initiation. Loop is used to return students' focus to the material being discussed. The loop act is related to manage the classroom. In this case, class A was very noisy as the students freely and spontaneously expressed their idea. As the result, it was difficult for the teacher to hear the students' answer clearly, and the teacher had to ask students to repeat their answer. On the other hand, Class B

was much quieter. Furthermore, this results in a significant difference in loop occurrence. Considering the class situation, the loop here shows the lack of control of the teacher to the classroom.

The prompt act is related to L1 functions of making students comfortable and confident in the classroom. This usually happens when students give L1 response. The teacher prompts the students using L1 which is still responded to L1. In the end of the interaction, the teacher can make the students to use L2 by gathering the answer based on the prompts.

The next acts are the acts occurring in the feedback move: accept and evaluate. In some ways, definition of accept and evaluate overlap. Accept means the teacher notify the students' utterance, while evaluate does more than acknowledging but also assessing students' answer. These acts help students to know the gap between their perceived knowledge and the expected knowledge (Sadler as cited in Chafi & Elkhouzai, 2016).

For the students, the most dominant act was reply act that occurred in the response move. As illustration, the class was led by teachers who initiated the interaction using elicitation or questions. As the result, reply act occurred frequently and the reply were usually in L1 as seen in the Excerpt 3. The students used L1 in answering questions, even when the teachers instructed to use English. This situation occurred frequently when students spontaneously responded in L1.

Excerpt 4
Teacher   : Ya (x). What do you think? Smart TV is?
Student   : *Biasanya kaya* (speak in Indonesian) [It usually(x)]
Teacher   : In English please!
Student   : My English is bad, Miss. (laughter) (…)
Teacher   : Come on, explain, in your way. (00:06) Okay, please ee:: speak on your language and then we are going to help you how (x). Smart TV *adalah*? [smart tv is]
Student   : (00:06) *Biasanya ada internetnya gitu* [It's usually connected to internet]
…

From the observation, students used L1 when they talked to teachers to ask for clarification, questions, to give feedback, and build interpersonal relation. The occurrence of L1 by students for giving feedback shows the highest number. Giving response here is related to giving answer to what the teachers' question. Previously, the finding showed that teachers used L1 for initiation. So, it can be perceived that students give feedback or respond in L1 too. Not only was it related to the material discussion, but it was also used to respond things related with interpersonal relation building, like chatting or commenting.

In line with the questionnaire and interview, in the practice students also use L1 frequently for communicating with classmates for discussing anything in the classroom. In the interview Student A2verifies that she will not use L2 with her classmates for talking. L2 will be only used among students when they must do speaking assignment as seen in Excerpt 4

Excerpt 5
Interviewer   *Kalau ngobrol sama temen?*
                [How about chatting with your friends?]
Student A2   *Kalau sehari-harinya si tetep pake bahasa Indonesia ya, sama temen deket. Tapi kalau misalnya disuruh, sebagai tugas ya ngobrolnya tetep bahasa Inggris.*
                [For daily communication, we use Indonesian, like when speaking to close friends. But, when the teacher gives us assignment, we speak English]
Interviewer   *Oo berarti kalau tugas?*
                [Depend on the assignment?]
Student A2   *Tergantung tugasnya*
                [Yes]

Although students' L1 is dominated by act of reply, other acts were also produced by students, such as elicitation, comment and evaluate acts. The acts show how students participate in the classroom interaction. Students in School A are more expressive and talkative. The teacher does not control the class too much. She will only give a warning or will discipline the students when they go too far. As the consequence, the class becomes noisier compared to School B. In terms of personal relation, student-teacher interaction becomes more intense. The students feel less anxious to express their mind. The students can make a joke with the teacher without being afraid that the teacher will get offended. Besides that, the students even negotiate the direction given to them. Lastly is evaluation by students. However, the students did not evaluate the teacher but rather they evaluate their friends in L1. As the result, the students produce more L1 in the classroom. This is related to power as a factor of politeness (Brown & Levinson, as cited in Dalton-Puffer, 2003). It is explained that interlocutors occupy different status within the institution, and it is more likely that teachers are seen to have more power because they are considered to have more knowledge and control over the class. Therefore, students unconsciously only evaluate their classmates.

Despite the opposing idea that L1 hinder L2 learning, it is obvious that L1 shows some functions that facilitates language learning. It shows that L1 enables learners to notice L2 features, to clear up misunderstandings, to learn vocabulary and grammar faster and to memorize the language (Lee & Macaro, 2013). The essence of learning a language is to make learner more proficient than before. Therefore, putting aside the use of L1 and making learners to use L2 all the time seem to neglect the learners' purpose to learn a new language. Rather seeing the use of L1 as abandonment of L2, the use of mother tongue should be seen as a natural way of communication and at the same time as a logical consequence of being in the bilingual or even multilingual context (Gardner-Chloros, 2009; Kurata, 2014; Moore, 2013).

CONCLUSION

To summarise, the teachers and students have different perception in the use of L1. Teachers think that class participants should use L2 all the time, but the students prefer to use L2 when talking to the teachers. In practice, the teachers' idea did not represent in the class that they still used L1 for teaching. This study implies some pedagogical aspects in foreign language learning. The enforcement of exclusive L2 in the learning should consider classroom condition because L1 shows some functions such as for re-initiation, discussing administrations and explaining complex linguistic form and functions. The other implication is that the permission to use L1 should not discourage students to use L2. Teachers need to remind the students to practice using L2.

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