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The Voices of Students and Teachers Regarding the Integration of L1 in Online Grammar Classes

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Abstract: The integration of L1 in English classrooms has become a debatable issue due to its potential benefits and drawbacks. This research is conducted to investigate the perceptions of the university students and teachers regarding the use of L1 in online grammar classes during the pandemic. The purposes of integrating L1 in the teaching process and the impacts of integrating L1 on the students will be explored systematically. The participants of this study are 91 university students and four grammar teachers in a private university in Indonesia. The data is collected from the closed-ended questionnaire for the students and teachers as well as from the interviews with some students and teachers. Thus, descriptive and content analysis are used to analyze the data. The findings indicate that most students and teachers have positive perception regarding the integration of L1 to certain extent in online grammar classes. This study presents the insights on various impacts of integrating L1 on the students and various purposes intended by the teachers.

Key words: grammar classes, L1 use, purposes, impacts

Abstrak: Integrasi penggunaan bahasa pertama (L1) di dalam perkuliahan bahasa Inggris telah menjadi isu yang diperdebatkan karena ada manfaat dan kekurangan dari penerapannya. Penelitian ini dilakukan untuk mengetahui persepsi mahasiswa dan dosen mengenai penggunaan L1 dalam kelas daring tata bahasa Inggris selama masa pandemi. Tujuan mengintegrasikan L1 dalam proses pengajaran dan dampak integrasi L1 pada mahasiswa akan diteliti secara sistematis. Responden dari penelitian ini adalah 91 mahasiswa dan empat dosen mata kuliah tata bahasa Inggris di sebuah universitas swasta di Indonesia. Data untuk penelitian berasal dari kuesioner yang disebarakan kepada para mahasiswa dan dosen serta dari wawancara dengan beberapa mahasiswa dan dosen. Dengan demikian, analisis deskriptif dan isi digunakan untuk menganalisis data. Hasil penelitian ini menunjukkan bahwa sebagian besar mahasiswa dan dosen memiliki persepsi positif mengenai integrasi L1 sampai batas tertentu dalam kelas daring mata kuliah tata bahasa Inggris. Penelitian ini memberikan wawasan tentang berbagai dampak integrasi L1 pada mahasiswa dan tujuan para dosen melibatkan penggunaan bahasa pertama dalam perkuliahan.

Kata kunci: kelas tata bahasa Inggris, penggunaan bahasa pertama, tujuan, dampak

INTRODUCTION

The process of online learning and teaching during the pandemic has been very challenging for university students and teachers. Face-to-face class interaction in the regular classroom has

turned into virtual communication using various platforms. In EFL contexts, learning and teaching grammar in virtual classroom is more demanding due to its limited direct contact and class session time. Before the pandemic, the teachers and students might have more flexible time and access to discuss the materials, ask for clarification and carry out class activities. During online learning and teaching, teachers are expected to provide the materials and communicate with the students more effectively. Meanwhile, students are required to be more independent and active to explore the materials and take part in online activities. The study of Seifert (2021) related to online classes emphasizes some critical points such as the burden that the students felt and the importance of building interpersonal connection with the instructors and classmates. It is suggested that the instructors maintain the level of interaction during the online classes. One of the ways of developing classroom interaction and having effective communication is by integrating the first language in the teaching and learning process. Actually, the research of Alomaim & Altameemi (2022) confirms the needs of combining L1 and L2 in classroom context. Their research underlined that the perception of the students regarding the use of L1 in teaching L2 has been influenced by the situation of the pandemic due to the fact the students experience the lack of face-to-face interactions during online classes, and they need any necessary tool to help them learning L2 including the use of L1.

In learning L2, grammar subjects are crucial as the foundation of learning the structures of English language. In Indonesian context, grammar subject is still regarded as challenging for students to understand and to practice as communicative competence (Murniati & Riyandari, 2016; Puspitasari, 2022). Moreover, teaching grammar in online classes during the pandemic which entails explicit and implicit grammar instructions was also demanding for the teachers. Krakja (2021) has reported the problems that the school students in Poland encountered online teaching during the pandemic such as lack of motivation and concentration during online grammar classes, issues of misconduct during the class, technical problems related to internet connection and quality of sound and giving evaluation and feedback for the students. However, it remains unclear how Indonesian university students deal with the challenges in learning grammar during online classes.

The above explanation indicates that there are challenges in learning grammar in online classes during the pandemic. Thus, it is worth investigating to what extent the integration of L1 in online grammar classes is necessary and effective for both the students and the teachers. Several studies have explored the perceptions of students and teachers regarding the use of L1 in English classroom in schools and university levels in Indonesia and other countries such as Oman, Turkey, Iran, Cyprus, and UAE (Perdani, 2021; Balushi, 2020; Çelik, 2020; Navidina, Khoshhal, & Mobaraki, 2020; Inal & Turhanli, 2019; Tsagari & Giannikas, 2018; Tama, 2019; and Hamze, 2010). However, to the best of our understanding, the exploration related to L1 integration in online university classes during the pandemic is still underexplored. Thus, this study will highlight the voices of both university students in various class levels and teachers during the online learning and teaching process by using mixed method.

This study aims at investigating the perspectives of both students and teachers by using quantitative and qualitative method with the following research questions:

1. What are the university students' perspectives toward the integration of L1 in the process of learning grammar during the online classes?
2. What are the teachers' perspectives toward the integration of L1 in teaching grammar to the university students during the online classes?

3. What are the impacts on the students regarding the integration of Indonesian language for grammar classes during online teaching and learning?
4. What are the purposes of the teachers regarding the integration of Indonesian language for grammar classes during online teaching and learning?

The purpose of this study is to discover the perceptions of students and teachers toward the use of Indonesian language in grammar classes during the online teaching and learning process as well as the purposes and the impacts of such practice in online grammar classes. The study will give insights regarding the integration of Indonesian language in grammar classes during the online teaching and learning.

LITERATURE REVIEW

A. Perspectives Regarding the Use of L1 in English Classroom

There are opposing and supporting views regarding the use of L1 in English classroom. Those who disagree on the use of L1 think that the target language should be used exclusively so that students will gain enough exposure of target language in the classroom and minimize the use of their first language (Krashen, 1982 and Turnbull, 2001 as cited in Tsagari & Georgiou, 2016; Hamze, 2010). Moreover, it is also believed that explaining class materials in L1 might reduce the opportunity of the students to utilize the vocabulary and grammar of target language (Demir, 2012 as cited in Tama, 2019).

Those who believe in the inclusion of L1 in English classroom think that integrating L1 is helpful for supporting students in learning the target language considering its pedagogical and psychological functions (Tsagari & Georgiou, 2016; Tama, 2019). Specifically, the use of L1 is crucial for giving complicated grammar explanation, enhancing understanding, and giving instructions (Tsagari & Georgiou, 2016). Moreover, some researchers (Al-Nofaie, 2010; Cook, 2001; Mirza, Mahmud, & Jabbar, 2012) support the use of L1 in L2 learning as it is impossible to be avoided in teaching and learning situations (as cited in Yildiz and Yesilyurt, 2017, p. 84, Boylu et.al, 2022).

It is reasonable to state that the use of both L1 and L2 in the second language classroom is possible as long as it is used in a flexible manner and balanced proportion to address the needs of language learners by considering the cognitive and social purposes (Tsagari & Giannikas, 2018). Their research also confirms that learners would feel secure and familiar in the class environment where asking questions and receiving answers in L1 are acceptable so that the lesson would be delivered effectively without having excessive use of L1. Obviously, it is believed that the use of proper L1 in classroom is significant for facilitating knowledge understanding in the L2, accommodating social interactions, and enhancing time efficiency. Thus, the appropriate use of L1 can be a useful teaching tool for teachers and an effective learning tool for language learners in EFL context (Tsagari & Giannikas, 2018).

B. Effects of Integrating L1 in English Classroom

Various impacts of integrating L1 in the classroom are worth considering. Based on the perspectives of the students, there are several benefits of L1 integration in grammar classroom related to language skills development and language learning aspects such as giving better input comprehension, developing vocabulary and speaking skills, increasing language learning

awareness and grammar knowledge, improving writing skills, and reducing the prejudice towards English (Çelik, 2020). In addition, Dujmovi (2007 as cited in Azimov, 2020) explained various reasons of incorporating the first language in English learning such as managing time efficiently by avoiding excessive explanations and instructions, encouraging responses from the students, building connection with the students by having small talks and getting to know the students, and simplifying difficult ideas or explanation.

Çelik (2020) pointed out that the integration of L1 was beneficial for the students to reduce the affective barriers such as stress and anxiety so that the students will be more motivated to participate and communicate in the classroom. Thus, the use of L1 is helpful for the development of vocabulary and grammatical knowledge and comprehension. Navidina, Khoshhal, and Mobaraki (2020) also confirm that the use of L1 has positive effects on the students in learning grammar especially in terms of noticing and focusing on form. In addition, the students are able to connect with the L1 grammatical rules.

In Indonesian context, Tama (2019) investigated the perceptions of Indonesian students in an intermediate grammar course in a private university regarding the of L1. The result indicated that the integration of L1 is helpful for the students to understand grammar materials, clarify the meanings, and motivate them to learn. In addition, it is also recommended to avoid overusing L1 in grammar classroom so that the integration of L1 will not hinder the acquisition of L2 learning. Similarly, the study of Puspitasari (2022) supports that combining L1 and L2 in explaining English grammar is crucial due to the difficulty of the materials and the reluctance of students in learning grammar. Thus, it is necessary for teachers to consider integrating L1 in English grammar lesson so that the students will develop their comprehension and increase their enjoyment in using grammar for communication.

C. Purposes of Integrating L1 in the English Classrooms

The intentions of teachers in integrating L1 into English classrooms in Indonesia and other countries are varied based on the contexts. Based on the research among the teachers, there are several reasons of using L1 in English classroom such as managing classroom, comparing or contrasting L1 and L2, explaining word meaning, translating sentences, explaining grammar materials, and telling jokes (Balushi, 2019).

In his research among pre-service ESL teachers in New Zealand, Turnbull (2018) discovered that the pre-service teachers accepted L1 usage related to explaining materials and translating grammar theories and difficult vocabularies. Moreover, they agreed on L1 should be used more for beginner level than more advanced students. The participants also viewed that L1 is better to be used in reading and writing classes than in speaking and listening classes. In their study, Inal & Turhanli (2019) explored the insights from the university teachers in Turkey towards the integration of L1 in English classes by using descriptive and content analysis. Based on the result of questionnaire and semi-structured interviews to the English teachers, it is revealed that the integration of L1 in L2 classes is helpful to create positive learning environment especially for students with low-proficiency level. The use of L1 is useful for explaining vocabulary, clarifying difficult concept, teaching grammar and dealing with attitude problems.

In Indonesian context, Marsella (2020) did research on the use of L1 in English classrooms from two private schools in Bekasi. Two English teachers were interviewed and observed. One is a junior high school teacher and the other is a senior high school teacher. The findings have shown that both teachers used English mostly in class; however, they also used L1 in certain

situation, such as: checking students' answers, giving instructions, and giving feedback. Moreover, teachers' use of L1 are due to several functions: helping the students to comprehend the subject, managing classroom related to giving instructions, building interpersonal relation between teachers and students.

Moreover, Nanda (2021) conducted a literature study on teachers' practices on L1 use in teaching English based on previous research that have been done. He concluded that there are three positions: virtual, maximal, and optimal in using L1 to teach English. First, in virtual position, L1 is not used in teaching English to maximize the L2 exposure and practice. Second, in maximal position, in order to boost students' understanding of L2, teachers should use L1 maximally. Third, in optimal position, L1 is used based on certain classroom situations, like teachers give response to their students' needs. Moreover, he argued that L1 can be used in teaching grammar due to the students' difficulty in grasping English grammar concepts; L1 can also be used in teaching vocabulary to help students in understanding difficult words; and lastly, L1 is used by teachers in giving instructions.

Furthermore, Perdani (2021) investigated four senior high school teachers' purposes on the use of Indonesian as the first language (L1) in teaching English as a foreign language in several provinces in Indonesia. She also focused on discovering how the participants used L1 in three stages: pre-teaching, whilst-teaching, and post-teaching. Her research method is descriptive qualitative. Her data were based on questionnaires and semi-structured interviews. Based on the findings, she found that the participants used L1 mostly during whilst-teaching when they explained the concepts, grammar, and vocabularies. They also used L1 to check their students' understanding. The researcher concluded that L1 is helpful for teachers and students in EFL context. The teachers felt easier to explain the materials and the students felt more comfortable to learn English in their L1.

D. Previous Studies Regarding the Perceptions of both Students and Teachers

There have been some studies exploring the perceptions of both teachers and students regarding the integration of L1 in the classroom. First, a study by Mayni & Paramasivam (2021) focused on the investigation of L1 usage in English classroom. The data were gathered from the point of view of three policy makers, three teachers, and 150 university students at Tehran Institute of Technology. Questionnaires, observation, and interview were used in this study. The findings showed that teachers are against L1 usage as students should be given more L2 usage opportunities in class but students are pro to L1 usage at elementary level as it can support their comprehension of hard concepts. Policy makers also prefer teachers and students to use L2 in class as L1 delays the learning of L2. Moreover, there are several functions of L1 usage used by teachers and students in this study, such as: explanation, classroom management, instructions, comprehension check, jokes, and creation of relaxing atmosphere.

Second, Balushi (2020) investigated the perceptions of teachers and university students of lower intermediate classes in Oman regarding the appropriateness and effectiveness of L1 use in the L2 classroom. The data was taken from the class observations and interviews. The study indicated that the teachers mostly used L1 to explain the meaning of words and the rules of grammar, to tell jokes and to manage the classroom for the low proficiency students so that they could be more active in the lessons and be better in understanding the content materials. It is suggested that the use of L1 and L2 in a balance will be useful for learning and teaching a second language.

Third, Hasrina, Aziz & Fitriani (2018) conducted research on the perceptions of three teachers and 91 high school students on L1 usage in EFL classroom in Banda Aceh, Indonesia. Based on the questionnaire result, it was found that both teachers and students mainly used L1 in the classes. Teachers has used L1 for several functions: explaining difficult materials, supporting students' confidence to study English, telling jokes, and giving instructions related to students' tasks. Students used L1 in communicating between themselves and talking to teachers. However, there are opposite perceptions between teachers and students regarding L1 usage in group work. Teachers viewed group work could maximize students' L2 usage, but students, especially the ones with less motivation, considered L1 was necessary to help them understand things.

Despite the existing studies regarding the integration of L1 in L2 classroom, there is little research concerning the voices of Indonesian university students and teachers related to L1 integration during online grammar classes. Thus, this study is worth exploring so as to contribute more insights on the current literature.

METHODS

A. Type of Research

This study uses mixed method of quantitative and qualitative research. Closed-ended online questionnaires for students and teachers are used to explore their perspective regarding the integration of L1 during online grammar class in the ongoing semester. Furthermore, the data is also based in the interview with teachers and some selected students from each class to obtain more insight related to the purposes of L1 integration and the impacts on the students.

B. Research Subjects

The participants of this study are four lecturers of grammar classes and 91 undergraduate English students of a private university in Indonesia who are taking grammar classes in Odd Semester 2021. The students aged between 18 and 21 years old. There are 6 levels of grammar classes starting from the basic to advanced grammar classes.

C. Research Procedure

In order to answer the research questions, there are two types of instruments used. First, the online closed-ended questionnaire for teachers and students. Second, the interviews with the grammar teachers and some students from each grammar class to answer some open-ended questions related to the purposes and impacts on the integration of L1 in online grammar classes. The researchers will distribute an online closed-ended questionnaire to the students and the teachers. The questionnaire for the students will investigate the students' perception regarding the integration of L1 in their online grammar class (September 2021 - January 2022). The questionnaire for the teachers will explore the teachers' beliefs in the integration of L1 when teaching grammar during online classes. Then, the researchers conduct an online interview with the teachers and some selected students from each class and use the open-ended questions related to the perception and practice in the online classes. Frequency analysis will be used to quantitatively analyze the data taken from teacher and student questionnaires. Thematic analysis will be utilized to analyze the interview data with the teachers and the students.

RESULTS AND DISCUSSION

The results of the research and the discussion of the findings are presented to answer the four research questions. The data is based on the questionnaire results distributed to the students and the teachers of Grammar classes in the English Department. This section presents the analysis of the first research question about the perspectives of the university student' toward the integration of L1 in the process of learning grammar during the online classes. In order to investigate the perception of the students, the survey was distributed to the students who were taking Grammar subject in basic, intermediate or advanced online classes from September 2021 to January 2022. There were 91 students from 6 grammar classes who participated in this research. The survey is adopted from Tama (2019). The results of the survey can be seen in the following paragraphs.

Table 1:
Language Preference

		SA	A	N	D	SD
1	I think the use of Indonesian is important in online grammar class.	20.9%	37.4%	28.6%	7.7%	5.5%
		58.3%			13.2%	
2	I think it is better for the teachers to use Indonesian more in online grammar class.	7.7%	17.6%	39.6%	28.6%	6.6%
		25.3%			32%	
3	I am more comfortable when my teacher is using Indonesian in online grammar class.	11%	29.7%	40%	12.1%	3.3%
		40.7%			15.4%	

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

The first three statements of the survey are related to language preference. According to the data in Table 1, it can be seen that 13.2% or 12 students disagreed or strongly disagreed about the importance of L1 (Indonesian) use in their online grammar class, while 58.3% or 53 students agreed or strongly agreed that the use of L1 (Indonesian) is important. Despite the fact that more than half of the respondents have a positive view regarding the use of L1, 28 or 28.6% of the students had a neutral opinion.

Although many students believe that the use of Indonesian is important during online grammar class, 39.6% students were neutral toward the statement whether it was better for their teacher to use more Indonesian in the online grammar class. In fact, 32% of them disagreed or strongly disagreed with the statement and only 25.3% of students showed their strong agreement and agreement.

Regarding the statement whether the students felt comfortable when their teacher was using Indonesian in the online grammar class, 40.7% of the students agreed or strongly, and only 15.4% of them showed disagreement or strong disagreement. Meanwhile, 40% of them had neutral attitude related to this statement.

Table 2:
Teacher’s Instructional Talk

		SA	A	N	D	SD
4	I prefer my teacher to use Indonesian when reviewing materials in online grammar class.	12.1%	34.1%	34.1%	15.4%	4.4%
		46.2%			19.8%	
5	I think it is very effective when my teacher uses Indonesian for clarifying difficult grammatical points in online grammar class.	44%	33%	9.9%	8.8%	4.4%
		77%			13.2%	
6	I prefer my teacher to use Indonesian when asking questions about the materials in online grammar class.	14.3%	22%	39.6%	19.8%	4.4%
		36.3%			24.2%	
7	I prefer my teacher to use Indonesian when responding to my questions in online grammar class.	12.1%	20.9%	42.9%	19.8%	4.4%
		33%			24.2%	
8	I prefer my teacher to use Indonesian when giving correction in online grammar class.	15.4%	29.7%	30.8%	15.4%	8.8%
		45.1%			23.4%	
9	I prefer my teacher to use Indonesian when giving basic instructions in online grammar class.	9.9%	25.3%	30.8%	16.5%	17.6%
		35.2%			34%	

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

The next six statements of the survey are related to Teacher’s Instructional Talk during online grammar class. The results show that 46.2% or 42 students prefer the teacher to use Indonesian when reviewing materials in online grammar class. Meanwhile, 34.1% or 31 students had neutral opinion and only 13.2% or 18 students did not show any preference regarding the use of Indonesian for reviewing grammar materials.

Furthermore, the majority of the students (77% or 70 students) agreed or strongly agreed that using Indonesian for clarifying difficult grammatical points was very effective. Only 13.2% or 12 students stated their disagreement and 9.9% or 9 students showed a neutral view regarding this statement. Surprisingly, 39.6% or 36 students showed their neutral attitude regarding their preference of the teacher in using Indonesian when asking questions about the materials. Meanwhile, 36.3% or 33 students expressed their agreement, and 24.2% or 22 students stated their disagreement.



Similarly, 42.9% or 39 students also stated their neutral view regarding the teacher's use of Indonesian when responding to their questions in online grammar class. Whereas, 33% of 30 students showed their agreement and 24.2% or 22 students expressed their disagreement toward this statement.

In terms of giving corrections in online grammar class, 45.1% or 41 students agreed or strongly agreed that the teacher's usage of Indonesian is preferable. Only 23.4% or 22 students showed disagreement and 30.8% or 28 students chose to be neutral.

Referring to the use of Indonesian in giving basic instructions, there is a slightly different result between the agreement and disagreement. There are 32 students (35.2%) who approve the statement and there are 31 students (34%) who disapprove of the statement. Meanwhile, 30.8% or 28 students expressed their neutral view regarding this matter.

Table 3:
Teacher's Management Talk

		SA	A	N	D	SD
10	I think it is very effective when the teacher uses Indonesian for disciplining in online grammar class.	11%	22%	39.6%	14.3%	13.2%
		33%			27.5%	
11	I think it is very effective when the teacher uses Indonesian for socializing in online grammar class.	11%	28.6%	40.7%	12.1%	7.7%
		39.6%			19.8%	

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

As stated in Table 3, most of the students have a neutral attitude regarding the use of Indonesian for showing discipline (39.6%) and socializing (40.7%). In fact, 27.5% or 25 students did not approve the effective use of Indonesian for disciplining the students. Meanwhile, 33% or 30 agreed or strongly agreed with this statement. For socializing in the class, 19.8% or 18 students disagree with the use of Indonesian and 39.6% or 36 students agree with the statement.

Table 4:
Impact of Using Indonesian

		SA	A	N	D	SD
12	I think that too much use of Indonesian in online grammar class can decrease the chance to develop English.	28.6%	22%	23.1%	16.5%	9.9%
		50.6%			26.4%	
13	I think too much use of Indonesian will make it difficult for me to express the meanings and ideas in English.	16.5%	36.3%	23.1%	16.5%	7.7%
		52.8%			24.2%	

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

The data in Table 4 reveals the impact of using Indonesian excessively in online grammar class. Majority of the students (50.6% and 52.8%) believe that there are some negative impacts for them if the teacher overused Indonesian. Only 26.4% or 24 students disagree that excessive use of Indonesian will decrease their chance to develop English and 24.2% or 22 students disagree such overly usage will hinder them to express the ideas in English. Then, interestingly 23.1% or 21 students in each category expressed their neutral opinion for both statements.

**Table 5:
Motivation**

		SA	A	N	D	SD
14	I become motivated when the teacher is using Indonesian in online grammar class.	5.5%	22%	46.2%	22%	4.4%
		27.5%			26.4%	
15	I tend to participate more when my teacher is using Indonesian in online grammar class.	7.7%	17.6%	45.1%	26.4%	3.3%
		25.3%			29.7%	

Related to motivation, it turned out that most of the students (46.2% and 45.1%) show neutral attitude regarding the impact of Indonesian usage on their motivation in learning grammar. In fact, only 27.5% or 25 students agreed that they became motivated when the teacher is using Indonesian in online grammar class. Meanwhile, 26.4% or 24 students either disagree or strongly disagree with this statement. In terms of class participation, 29.7% or 27 students believe that the use of Indonesian will not encourage them to be more active to participate in the class. Only 25.3% or 23 students agree that they will be more eager to participate in the class when the teacher is using Indonesian.

**Table 6:
Time-Saving**

		SA	A	N	D	SD
16	I think the use of Indonesian can make me understand the materials more quickly in online grammar class.	14.3%	27.5%	38.5%	13.2%	6.6%
		41.8%			19.8%	

Regarding time efficiency, the majority of the students (41.8% or 38 students) agree or strongly agree that the use of Indonesian in online grammar class will make them understand the materials more quickly. Whereas, 38.5% or 35 students had neutral view and only 19.8% or 18 students show their disagreement.



Table 7:
Online Learning

		SA	A	N	D	SD
17	I prefer to watch the videos/ recordings of grammar learning materials in Indonesian.	6.6%	24.2%	23.1%	35.2%	11%
		30.8%			46.2%	
18	I prefer my teacher to use Indonesian in giving class information and assignment instructions at Google Classroom or MORNING.	4.4%	15.4%	29.7%	35.2%	15.4%
		19.8%			50.6%	
19	I prefer my teacher to respond to my written questions using Indonesian out of the online class meeting (In Google Class, WA, Lline, Telegram, MORNING)	8.8%	22%	41.8%	14.3%	13.2%
		19.8%			27.2%	
20	I prefer my teacher to give written feedback of my homework/assignment in Indonesian (in GC, MORNING)	11%	11%	39.6%	20.9%	17.6%
		22%			38.5%	

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

Related to the use of Indonesian in online grammar class, the majority of the students (46.2% and 50.6%) show disagreement to the use of Indonesian grammar videos and the use of Indonesian class information or assignment instructions. It means that they prefer to watch grammar videos with English explanations and to read English information and instructions in the LMS (Learning Management System) during online learning. Meanwhile, the majority of the students (41.8%) expressed their neutral attitude regarding the use of Indonesian to respond the written questions from the students outside the online class.

Regarding Indonesian written feedback, 39.6% or 36 students also stated their neutral opinion, but 38.5% or 35 students disagree with the use of written Indonesian in giving feedback for the homework or assignment. Only 22% or 20 students agree or strongly agree with the use of Indonesian for written feedback.

This section presents the analysis of the second research question about the perspectives of the teachers toward the integration of L1 in the process of learning grammar during the online classes.

Table 8:
The Teachers' Perceptions of the Use of L1 in Teaching Grammar

No	Perception	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I think the use of Indonesian is important in online grammar class.		75%	25%		
2	I think it is better for me to integrate Indonesian when teaching online grammar class.	50%	50%			
3	I am more comfortable when using Indonesian in online grammar class.		50%	50%		
4	I prefer using Indonesian when reviewing materials in online grammar class.		75%	25%		
5	I think it is very effective to use Indonesian for clarifying difficult grammatical points in online grammar class.	25%	75%			
6	I prefer using Indonesian when asking questions to my students about the materials in online grammar class			75%	25%	
7	I prefer using Indonesian when responding to the students' questions in online grammar class.		50%	50%		
8	I prefer using Indonesian when giving correction in online grammar class.		75%	25%		
9	I prefer using Indonesian when giving basic instructions in online grammar class.			50%	25%	25%
10	I think it is very effective when using Indonesian for disciplining in online grammar class.			75%	25%	
11	I think it is very effective when using Indonesian for socializing with students in online grammar class.	25%	75%			
12	I think that using too much Indonesian in online grammar class can decrease the chance of the students to develop English.	25%	25%	25%		25%
13	I think using too much Indonesian in online grammar class will make it difficult for me to express the meanings and ideas in English.	25%	25%	25%		25%

14	The students become motivated when I am using Indonesian in online grammar class.		50%	50%		
15	My students tend to participate more when I am using Indonesian in online grammar class.		75%	25%		
16	I think the use of Indonesian can make the students understand the materials more quickly in online grammar class.		100%			
17	I prefer providing the videos/ recordings of grammar learning materials in Indonesian			25%	50%	25%
18	I prefer using Indonesian to English in giving class information and assignment instructions at Google Classroom or MORNING.	25%			50%	25%
19	I prefer responding to the students' written questions using Indonesian out of the online class meeting (In Google Class, WA, Lline, Telegram, MORNING)		25%	50%	25%	
20	I prefer giving written feedback of the students; homework /assignment in Indonesian (in GC, MORNING) to English.			50%	50%	

The questionnaire result regarding teachers' perceptions on the use of L1 in teaching grammar in the above table can be classified into seven categories: language preference on the use of L1, teacher's instructional talk, teacher's management talk, the impact of using L1, students' motivation, time saving, and the use of L1 in online learning.

In the first category, related to teacher's language preference (question number 1-3), it can be seen that most teachers agree that L1 is important and they feel better to integrate L1 in teaching grammar. Besides, two teachers are more comfortable in using L1. In the second category, related to teacher's instructional talk (question number 4-9), it can be seen that most teachers use L1 in reviewing materials, clarifying difficult grammar points, and responding to students' questions. However, most teachers feel neutral on L1 usage in asking questions to students. Two teachers also feel neutral on the use of L1 in giving instructions whereas one teacher disagree and one teacher strongly disagree on using L1 in giving instructions.

In the third category, related to teacher's management talk (question number 10 & 11), most teachers are neutral in the use of L1 in disciplining students, but all teachers agree on L1 usage to socialize with the students. In the fourth category, related to the impact of using L1 in class (question number 12 & 13), two teachers agree that the excessive amount L1 usage can decrease students' English development and can cause difficulties for teachers to express their ideas in English. In the fifth category, related to students' motivation (question number 14 & 15), most teachers agree that their students are more motivated and participate more due to the use of L1 in class. In the sixth category, related to time saving (question number 16), it is clearly seen

that all teachers agree that their students understand the grammar theories more quickly when L1 is used in class. In the seventh category, related to online learning (question number 17-20), it can be seen that most teachers disagree on providing grammar videos in L1 and providing information or assignment in L1 to students. One teacher agree to respond in L1 to students' written questions outside of class; nonetheless, two teachers feel neutral and one teacher disagree. Besides, two teachers feel neutral and two teachers disagree on L1 usage in giving written feedback to students.

Having analyzed the first and the second research questions, the researchers will focus on the analysis of the third and the fourth research questions. The data for this analysis is based on the online questionnaire and interview results with the students and the teachers.

The third research question discussed the impacts of the integration of Indonesian language for grammar classes during online teaching and learning on the students. The data were taken from the questionnaire and interview with some selected students from each grammar class. The results are presented in Table 9 (see Appendix 1).

Based on the students' perceptions, there are some impacts of using L1 in teaching Grammar for the students. The students believe that it would be necessary for the teachers to integrate L1 in grammar class for giving instructions, exercises, and feedback as well as explaining the materials, detailed rules, and examples. Furthermore, there are some advantages of using L1 during grammar class. The first one is the students will have better comprehension of grammar materials, instructions, feedback as can be seen in the following statements:

S1: I can understand the instructions well so that I could do the tasks or quizzes well and get good marks.

S2: I could understand the materials faster.

S4 and S5: I could understand and remember better.

S6: I could understand the theory more quickly and better.

S7: To understand the materials and instructions well.

S8: To have more understanding of the materials in Indonesian after being explained in English.

The second, the students will have confidence for doing the grammar exercises:

S3: I can do the tasks more easily, I could understand the feedback and avoid miscommunication.

Third, the use of L1 will create supportive class atmosphere:

S8: The benefit is I will not feel sleepy in the class, the class will be monotonous if English is used all the times during the lesson.

Fourth, the use of L1 will clarify the word meaning and avoid miscommunication:

S1: The advantages are sometimes there are some words that I don't understand in English, and then the teacher explain it in Indonesia, so I can understand it better.

S3: I can do the tasks more easily, I could understand the feedback and avoid miscommunication.

Some students also state that that might be several disadvantages when the teachers use too much Indonesian during online grammar classes. First, the students will feel unchallenged to practice English.S4: I feel unchallenged to speak English.

Second, the students will have less exposure and confidence to practice listening and speaking in English:

S2: There will be less practice for listening during the class.

S3: I will have less English practice

Third, there might be some confusion or lack of understanding of the materials:

S1: Too much Indonesian will make us not understand the English materials.

S7: I think there's some confusion between English and Indonesia

However, two students believe that there will be no negative impacts if the teachers integrated L1 into grammar classes:

S6: There is no disadvantage.

S8: Using both English and Indonesian will not have any negative effects.

The outcome of the research related to the perceptions of the students is in line with the study of Çelik (2020), Hamze,(2010) and Balushi,(2020) which underlines that integrating L1 into grammar class is regarded as positive action due to the fact that the needs of the students are taken into account especially during the online classes. The next paragraphs present the analysis of the fourth research question about the purposes of the teachers regarding the integration of Indonesian language for grammar classes during online teaching and learning. The data were gathered from online questionnaire and interview with four Grammar teachers and the result can be seen in Table 10 (See Appendix 2).

The results indicate that teachers have several purposes in using L1 in teaching Grammar. The first purpose is to repeat teachers' explanation as can be seen in the answers below:

T3: To repeat some important explanation in English in order to make sure that everyone gets the right points.

T4: to explain/clarify things the students do not understand

Second, the purpose is to help students to understand the material as can be seen in the answers below:

T1: (I use Indonesian) when the students have problems in understanding the material, when students ask questions after the explanation is over

T2: ...The reasons are ...for helping the students have better understanding...

T3: My students more easily understand the materials when I re-explain in Indonesian.

Third, it aims at creating enjoyable and relaxing class atmosphere as can be seen in the following answer:

T2: Helping the students to enjoy grammar learning in a relaxing atmosphere during online class so that they will have better understanding and more motivation.

T4: I often repeat my explanation and use Indonesian in asking my students. They often ask if the discussion is held in Indonesian. They feel more comfortable asking in Indonesian.

The fourth purpose is to save the time as can be seen in the following answers:

T1: the students give fast response

T2: ...The reasons are for time efficiency...

T4: My students ask more often in Indonesian and they understand the materials more quickly.

Consistency appears between the teachers' answers in the questionnaire and their answers in the interview. Each teacher has similar point of view regarding the necessity of L1 usage, activities that often use L1, and the advantages of using L1 in the classroom. However, the interview result has shown more detailed situation regarding the online classroom as follows:

T1: I usually use Indonesian for small talk with my students at the beginning of the class...

T3: I use Indonesian in re-explaining difficult materials because of technical problems. Most students off cam so I don't know whether they listen to my explanation and understand it or not.

T4: When my students ask in Indonesian, then I reply in Indonesian. I use Indonesian to give examples related to the grammar points that I explain so my students can easily understand.

Most teachers admitted that they have used L1 more in online classes due to technical problems appear (off camera, no students' response, unstable internet connection), saving time caused by the technical problems, and their views of students will easily understand L1 explanation.

The findings of the teachers' perceptions and purposes in using L1 in the classroom confirm Balushi's (2019) argument regarding the use L1 in grammar explanation and classroom management. All teachers in this study has used L1 to re-explain the difficult grammar points to their students. One of them used L1 in small talk at the beginning of the class and some of them used L1 in asking and answering to students' question during the discussion time. The findings are also consistent with Balushi's (2020) study in which the teachers used L1 to explain grammar rules and to handle students with low proficiency so they will be more active and have better comprehension. As has been mentioned by T4 that "...I teach first semester students so some of them need more time to understand, so I often repeat my explanation and use Indonesian in

asking my students". She also further stated that her students were more comfortable to respond when she asked them in L1.

Moreover, the findings are also connected with the study of Turnbull (2018) and Inal & Turhanli (2019) as in their studies, they found L1 is used in teachers' explanation and in developing the confidence of the students. It was found in this study that one teacher (T4) has used L1 to her first semester students to boost her students' confidence in asking and answering questions related to grammar theories. Besides, the findings are also in line with Perdani's (2021) study in which L1 is used to check students' comprehension as most teachers in this study has used L1 to make sure that their students understand the grammar points being discussed. Furthermore, the results also support the roles of cognitive and social functions of combining L1 and L2 in English classroom as stated in the research of Tsagari & Georgiou (2016) and Tsagari & Giannikas (2018) to facilitate the needs of the students and overcome their difficulties in learning. In other words, combining L1 and L2 is helpful for enhancing the students' understanding and creating supportive class environment.

Despite the similarities described above, the findings of this study are different from the findings of Hasrina, Aziz & Fitriani (2018) and Marsella (2020). In their findings, L1 is also used in teachers' instructions; however, in this study, all teachers used L2 in written instructions although one teacher used L1 in giving oral instructions at the end of online classes. The findings of this study is also not in the same line with the findings of Mayni & Paramasivam (2021). They found that their participants are against L1 usage whereas the teachers of this study view that L1 is necessary to be used in certain contexts, such as re-explain difficult grammar points, discussion, and small talk with the students.

CONCLUSION

The integration of the first language in grammar teaching is debatable. Thus, this research aims at exploring the perceptions of teachers and students regarding the use of first language in online grammar classes during the pandemic. The outcome of the research highlights the needs and the impacts of integrating L1 into online grammar classes. Most of the students believe in the importance of using Indonesian language properly in online grammar classes for various purposes such clarifying the ideas, reviewing the materials, giving feedback and building interactions in online classes. The notion of online classes might be burdensome for the students. Therefore, it is important for the teachers to create supportive atmosphere and build interpersonal relations with the students by integrating proper use of Indonesian language so as to motivate the students and enhance the quality of online learning with its problematic situations such as the internet connection and lack of face-to-face interactions. This study has explored the perceptions of both students and teachers which show some agreement and consistency regarding the need to integrate the first language into online grammar classes.

Despite its findings, this research has some limitations. First, the number of respondents is not as many as it was targeted due to some personal reasons of the participants. Thus, it would be better if there will more respondents of students and teachers to enrich the data. Second, there is no class observation to obtain some examples of the integration of Indonesian language during online classes. For further research, it is recommended that the researchers collect the data from class observations so as to obtain the video or audio recording of the classes as examples of L1 integration practice as well as increasing the number of respondents. It is also possible to study

the topics related to developing the quality of grammar classes in hybrid learning for university students.

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APPENDICES

Appendix 1: The Perceptions of the University Students

Question 1: Is it necessary or not for your grammar teacher to use Indonesian in the online grammar class?	
Questionnaire	Interview
S1: I think it is necessary because some students might not understand the material in English very well.	S1: I think it is necessary to understand the materials better.
S2: Yes, it's necessary, because it can make students who do not understand to understand more.	S2: It is not necessary to use Indonesian, if all the explanation in English have already been understood.
S3: I personally think it's necessary, because using Indonesian can help us understand clearly the material being explained and we don't get it wrong.	S3: I think it is important and it depends on the situations such as discussing the questions or giving corrections.
S4: In my opinion it isn't necessary for the teacher to use Indonesian as long as the students can understand what the teacher is saying in English.	S4: I think is necessary to use Indonesian in discussing the oral feedback.
S5: I think it's necessary, because not all the students can understand the material if the lecturer used all in english, so I think using Bahasa sometimes and using Bahasa too explains the details of material are important to do.	S5: I think it is really necessary especially in discussing the exercises. The online class situation might make me sleepy if the teacher uses English all time.
S6: Yes, because Indonesian is our mother tongue which means we can get a better understanding if we use Indonesian.	S6: I think is important to avoid misunderstanding because Indonesian is our mother tongue
S7: It is necessary because sometimes when students don't understand the explanation at the first time, sometimes the second explanation should use Indonesian language to make them understand.	S7: I prefer bilingual (English and Indonesian), so that the use of Indonesian will be helpful to better understand the materials.
S8: I think it is necessary, the grammar materials will be easily understood when using our own language.	S8: I think the use of Indonesian is necessary to give more detailed explanation, but the basic explanation can be delivered in English.
Question 2: When do you think it is necessary for your teacher to use Indonesian in online grammar classes?	
S1: I think using Indonesian is necessary when giving instructions in class, because instructions need to be clear.	S1 and S2: When giving feedback, doing the exercises, and explaining the materials.
S2: When answering the question from the student and repeating	S3: When giving instructions and practice questions.
	S4: When giving feedback and exercises.

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| <p>S3: When explaining the material or when asking students because it will help us understand the whole material</p> <p>S4: It's necessary when a student can't understand the explanation of the material in English.</p> <p>S5: When the lecturer wants to explain more about the detail of the materials. so the students will understand and remembered the material that the lecturer gave.</p> <p>S6: When the teachers explain things to the students but after 2 or 3 times explanation the students still don't understand.</p> <p>S7: When the teacher explains the material to avoid misunderstanding.</p> <p>S8: When explaining the examples and exercises</p> | <p>S5: When giving feedback and explaining the examples.</p> <p>S6: When explaining the materials or theories.</p> <p>S7: When explaining the detailed rules and structures.</p> <p>S8: When giving instructions for doing tasks or assignments.</p> |
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Question 3: In which activities do you think it is appropriate for your teacher to use Indonesian

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| <p>S1: It is appropriate to use Indonesian when giving instructions when students are going to do an assignment or project, because instructions needs to be clear and there should be no miscommunication.</p> <p>S2: when explaining theory and giving instructions and when socializing, the reason is as I explained before it will help us understand the whole material and for socializing I think it will be comfortable if you use Indonesian too.</p> <p>S3: Socializing and giving further explanation of the theory and/or instruction. Socializing because I think using Indonesian will usually be more comfortable and familiar to the students, so they will feel more eager to learn/interact during the class. For the latter, I think it's appropriate when students can't understand it in English first.</p> <p>S4: explaining the theory and giving instruction, so there isn't any miss understanding between the lecturer and the students.</p> <p>S5: I think it's giving instructions</p> <p>S6: When Re-explaining theory and if when there are students that don't understand what are we saying or don't understand our instructions.</p> <p>S7: Explaining the theory. As I said before, if we use Indonesian, it can minimize the misunderstanding.</p> <p>S8: When explaining the examples of the questions.</p> | <p>S1: In explaining the theories and giving instructions.</p> <p>S2: In socializing and having small talks so that we will feel more comfortable when asking questions. The atmosphere is open and friendly.</p> <p>S3: It is appropriate for explaining the theory and giving instructions.</p> <p>S4: In discussing the exercises or questions.</p> <p>S5: In explaining the instructions for doing the tasks.</p> <p>S6: In explaining the theories.</p> <p>S7: In re-explaining the oral instructions of doing the tasks/assignments.</p> <p>S8: It is better to use bilingual language for the videos of grammar explanation</p> |
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Question 4: What are the advantages that you feel when your teacher is using Indonesian in online grammar classes?

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| <p>S1: The advantages are sometimes there are some words that I don't understand in English, and then the teacher explain it in Indonesia, so I can understand it better.</p> <p>S2: Feel confident when answering and understanding</p> <p>S3: For me personally, I can really understand the whole theory well</p> | <p>S1: I can understand the instructions well so that I could do the tasks or quizzes well and get good marks.</p> <p>S2: I could understand the materials faster.</p> <p>S3: I can do the tasks more easily, I could understand the feedback and avoid miscommunication.</p> |
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S4: If the teacher uses Indonesian, I think sometimes it's more easily and deeply understood than English, seeing as Indonesian is one of the languages most students speak as we grew up.

S5: The students will remember the material better and understand the material.

S6: We can understand more because it's our main language.

S7: I tend to learn quicker when the teacher uses Indonesian.

S8: The benefit is I will not feel sleepy in the class, the class will be monotonous if English is used all the times during the lesson.

S4 and S5: I could understand and remember better.

S6: I could understand the theory more quickly and better.

S7: To understand the materials and instructions well.

S8: To have more understanding of the materials in Indonesian after being explained in English.

Question 5: What are the disadvantages that you feel when your teacher is using Indonesian in online grammar classes?

S1: The disadvantages I feel is that too much Indonesian during explanation isn't very good since grammar is an English course that should focus more on English.

S2: If the teacher uses Indonesian, I think the disadvantage is that we students lose a chance to practice listening to English in real life.

S3: sometimes I don't really understand the theory being explained

S4: I feel unchallenged

S5: I think the students won't start to comfortable speaking in English because they think they can speak in Bahasa with the teacher.

S6: I can't think of any disadvantage of using Indonesian in online grammar classes.

S7: I think there's some confusion between English and Indonesia

S8: I think there will be less practice of English.

S1: Too much Indonesian will make us not understand the English materials.

S2: There will be less practice for listening during the class.

S3: I will have less English practice

S4: I feel unchallenged to speak English.

S5: There will be less exposure of English language.

S6: There is no disadvantage.

S7: Too much Indonesian will make us feel less confidence in using English.

S8: Using both English and Indonesian will not have any negative effects.

Appendix 2: The Perceptions of Grammar Teachers

Questionnaire	Interview
Question 1: Is it necessary to integrate Indonesian in online grammar classes? Why?	
<p>T1: depends on the context, if the students are smart enough, no need Indonesian, but if the students have difficulties in understanding the materials, then Indonesian is needed</p> <p>T2: Yes, teachers and students need to make the best use time when having video conference for online grammar class, teachers need to make sure the students are able to focus and engage in the lesson despite the distraction at their home or the unstable internet connections.</p> <p>T3: Yes. To repeat some important explanation in English in order to make sure that everyone gets the right points.</p> <p>T4: sometimes; to explain / clarify things the students do not understand</p>	<p>T1: Sometimes yes because there are some students who can't understand the difficult grammar points if I explain it in English</p> <p>T2: For online grammar class, I think it is necessary for the sake of time efficiency, clarity of communication and anticipation of unstable internet connection.</p> <p>T3: actually not necessary but due to technical problems in online classes so I usually repeat my explanation so I use 50% Indonesian</p> <p>T4: It's necessary especially I teach first semester students so some of them need more time to understand, so I often repeat my explanation and use Indonesian in asking my students. They often ask if the discussion is held in Indonesian. They feel more comfortable asking in Indonesian.</p>
Question 2: When is it necessary to use/integrate Indonesian in online grammar classes? Why?	
<p>T1: when the students have problems in understanding the material, when students ask questions after the explanation is over</p> <p>T2: When explaining the materials especially for the students in basic level and the students who are re-taking the class because they did not pass the grammar subject and when having small talks with the students. The reasons are for time efficiency, for helping the students have better understanding and to build interaction in the class.</p> <p>T3: Especially for the key points, in case the English explanation is understood incorrectly. This is also because in online classes it's rather difficult to know the responses from the students.</p> <p>T4: when the students do not understand the English explanation</p>	<p>T1: When my students don't understand the theory and ask me about a particular grammar point. After I explain in Indonesian, they understand the point.</p> <p>T2: When explaining the materials, clarifying the examples and instructions, as well as having small talks with the students.</p> <p>T3: In explaining materials due to technical problems in online classes, like off cam, no response from the students</p> <p>T4: When my students ask in Indonesian, then I reply in Indonesian. I use Indonesian to give examples related to the grammar points that I explain so my students can easily understand.</p>
Question 3: In which activities is appropriate to use Indonesian in online grammar classes? Why?	
<p>T1: re-explaining difficult materials</p> <p>T2: Clarifying grammar points or responding to students' questions related to the grammar explanation.</p> <p>T3: Explanation of the materials. same reason as no. 2.</p> <p>T4: discussion; because the students usually ask about things they do not understand during discussion, and it helps them understand those things more easily when re-explained in Indonesian</p>	<p>T2: I use Indonesian in clarifying the materials, discussion with the students, building a rapport and checking the understanding of the students.</p> <p>T3: T1: I usually use Indonesian for small talk with my students at the beginning of the class and for re-explaining difficult points.</p> <p>I use Indonesian in re-explaining difficult materials because of technical problems. Most students off cam so I don't know whether they listen to my explanation and understand it or not.</p>

T4: I use Indonesian to explain difficult materials and give examples to my first semester students and also in discussion session.

Question 4: What are the advantages of using Indonesian in online grammar classes?

T1: the students give fast response, the students understand more the materials

T2: Helping the students to enjoy grammar learning in a relaxing atmosphere during online class so that they will have better understanding and more motivation. Also, for time efficiency.

T3: Convincing myself that the key points have been conveyed and hopefully understood by the students.

T4: it helps the students understand difficult topics more easily; it makes the students more comfortable to ask/participate in the discussion

T1: My students feel more comfortable to ask and answer. They also understand more quickly.

T2: My students and I will make the best use of the time during online class, for the students in the first or second semester or with lower level of English, it will be helpful to integrate Indonesian to enhance their understanding of the materials and helping them to relax during the class.

T3: My students more easily understand the materials when I re-explain in Indonesian.

T4: My students ask more often in Indonesian and they understand the materials more quickly.

