INVESTIGATING EFL PRE-SERVICE TEACHERS' BELIEFS AND PRACTICES ON THE USE OF THE FIRST LANGUAGE (L1): A CASE STUDY IN ONE INDONESIAN UNIVERSITY

AN UNDERGRADUATE THESIS

Submitted to the Department of English Education as a Partial Fulfilment of the Requirements for *Sarjana Pendidikan Degree*

by
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Oleh

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Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memeroleh gelar

Sarjana Pendidikan pada Fakultas Pendidikan Bahasa dan Sastra

PAGE OF APPROVAL

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STATEMENT OF AUTHORISATION

I certify that this thesis entitled "Investigating EFL Pre-Service Teachers' Beliefs and Practices on the Use of the First Language (L1): A Case Study in One Indonesian University" is my own work. I am fully aware that I have quoted some statements and ideas from various sources, which are all properly acknowledged.

Bandung, August 2022

Glory Euodia

PREFACE

This undergraduate thesis focuses on the beliefs and practices of EFL pre-service teachers regarding the use of the first language (L1) in the classroom. The thesis aims to investigate the kinds of beliefs that pre-service teachers hold related to the use of L1 and how the pre-service teachers utilized the L1 in their teaching practice. One public university in Bandung, Indonesia was chosen as the site of the study. Three undergraduate English Education students took part as the participants of the current study. During the research period, they were conducting their teaching practicums in different secondary schools.

The current study employed case study research to gain an in-depth understanding of the pre-service teachers' beliefs and practices. To collect data, each of the pre-service teachers had their teaching practices observed twice and took part in an individual interview session at the end of their teaching practicum. The data were analysed thematically to aid the identification of recurring patterns throughout the data.

I hope this thesis can enrich existing literature on L1 use and give valuable input to teacher education programs in preparing future EFL teachers. Apart from this, I acknowledge that the current study still has some lacking, therefore any constructive suggestions will be appreciated.

Bandung, August 2021

Glory Euodia

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I am fully aware that this thesis still has room for improvement. Therefore, any constructive criticism of this thesis is more than welcome. I hope what I have written can make people be more aware of L1's importance in foreign language classes.

INVESTIGATING EFL PRE-SERVICE TEACHERS' BELIEFS AND PRACTICES ON THE USE OF THE FIRST LANGUAGE (L1): A CASE STUDY IN ONE INDONESIAN UNIVERSITY

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ABSTRACT

The use of the first language (L1) in EFL context has long been seen to be quite controversial. Some viewed the language only as a hindrance to the learning process while others have differing thoughts. Despite its rising popularity, only a handful of studies had their primary focus on what EFL pre-service teachers believed about the issue of L1 use in the classroom. Thus, the current study aimed at investigating what three EFL pre-service teachers, who were conducting their teaching practicum at the secondary level, believed about the use of L1 and how these beliefs are present in their teaching practice. At the time of the research, all three participants were a part of the English department of one Indonesian university in Bandung and were conducting their teaching practicums. A series of semi-structured interviews and classroom observations were done to collect the data, which were then analysed with thematic analysis. The findings showed that all participants viewed the L1 as a beneficial resource for the classroom, with two of them stating that it is crucial to use the L1 judiciously. The participants' teaching practices demonstrated that they were open to both their students' and their own uses of L1. However, the participants showed some struggle in maintaining a judicious use of L1 due to several reasons. This demonstrates a need for teacher education programs to prepare future teachers with the understanding of how to judiciously use the L1.

Keywords: L1 use, pre-service teachers' beliefs, pre-service teachers' practices, beliefs about L1.

TABLE OF CONTENTS

LIST OF TABLES

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