Abstract

There have always been contradicting views about whether or not to use the L1 of the students in English classroom. Many studies (Al-Sharaeai, 2012; Cook, 2001; Grim, 2010; Miles, 2004; Tang, 2002) were conducted by some researchers to look for the perceptions of students and/or the teachers towards the use of their L1 in L2 class. They believed that it is useful and effective to use the L1 and some of them not. This study is aimed to investigate students’ perceptions towards the use of L1 in English classroom, especially for advanced level students. In this study, close-ended questionnaires were distributed to collect the data from 150 students of English Teacher Education Program, Faculty of Language and Literature, Satya Wacana Christian University, Salatiga. The students of academic year 2012, 2011, and 2010 were chosen as they have spent about three years and more in the faculty. There are 12 statements provided in the questionnaires and categorized into two aspects; the advantages and the disadvantages of the use of L1. The result showed that the majority of the students had positive perceptions as the advantages of the use of L1 that it can help them to express their ideas when they do not know how to say it in English. Then, as the disadvantages of the use of L1 the students believed that L1 can obstruct them to think directly in English.

Key Words: L1, L2, students’ perceptions, English classroom.