

**L1 (BAHASA MALAYSIA) IMPACT IN PROCESS AND PRODUCT OF LEARNING WRITING IN L2 (ENGLISH)****Farha binti Bukhari and Azlina Abdul Aziz**

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**ABSTRACT**

The thought of using the first language (L1) in the second language (L2) classrooms is a skeptical issue among purist and researchers due to the negative perception. However, L1 prepares learners with the language competence they require when the L1 strategy is used. The paper discusses the impact of L1 (Bahasa Malaysia) on writing performance in L2. The objectives of this research are to identify the types of impact in writing process and product in L2, observe instances in which L1 aids learning in L2 and to know the teacher strategies encountering L1 in L2 during the teaching and learning process and product. This paper attempts to address three research questions i) what types of impacts in writing process of L2 ii) what kind of instances in which L1 aids learning in L2 writing process iii) what are the teacher strategies encountering L1 in L2 during the teaching and learning process and product? Survey questionnaires were distributed, and observations were carried out. The findings indicate that L1 gives a positive feedback, able to lessen the anxiety level of learners and is a constructive strategy that aids learners in L2 writing process.

**KEYWORDS:** Impact of L1 in L2, Language Learning Strategy, ESL, SLA, Bilingual, writing skills, writing process

**I. INTRODUCTION**

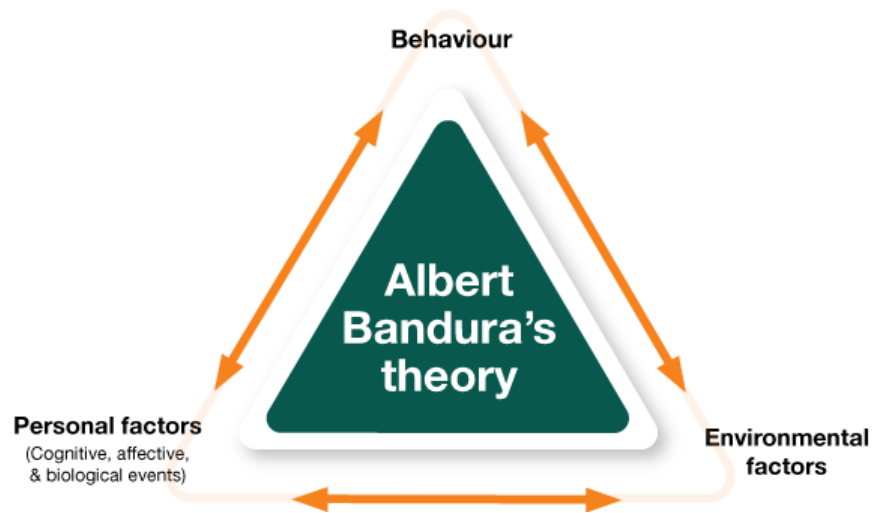
The Malaysian education system encourages bilingualism and multilingualism through the establishment of primary schools with three mediums of instruction. Simultaneously, English is learnt as another language subject as it is an international language while Bahasa Malaysia (BM) is taught as a compulsory language subject. As mentioned by How, Heng and Abdullah (2015), since Malaysia is a multiethnic and multilingual setting country, the system considers preserving vernacular language as it is the first language of Indian and Chinese. Furthermore, the language gives the individual the possibility to compete with identities that would be otherwise ascribed to them by the society. How then do we effectively and efficiently tackle the teaching and learning of English? As stated by Lee and Ting (2017), Malaysia has maintained the policy of teaching English as a Second Language since independence from British rule in 1957. Even as English replaced Malay as the medium of instruction at the university level, the chapter draws attention to the rise of Malay-English bilingualism not just in tertiary level education, but

throughout the school system under the MBMMBI slogan. MBMMBI was an acronym for “To uphold Malay and strengthen English,” indicative of the contemporary postcolonial relationship between the languages. The Malaysian Education Plan 2013-2015 (PPPM) also point out the initiative to parallel Bahasa Malaysia with English language curriculum and assessment along with the Common European Framework of Reference for Languages (CEFR) that to utilize scales as benchmarks for all languages. As defined by CEFR, learners are expected to accomplish the ‘operational proficiency’ as the linguistic fluency for full involvement in professional and academic life.

As mentioned by Bartlett (2017), there has been divided opinion about the use of L1 in L2 or the interference of L1 in L2 with some researchers believe that there are more disadvantages of using L1 while others believe that it could help learners in the learning process and lessen the anxiety of learners. The linguistic purist attitude toward language is not genuinely about language at all. On the contrary, it is the result of a belief that the world, including words, can be categorized into pure/clean or impure/dirty. The purists’ passion for “dirty” language expresses their social concern about the lack of etiquette or cultural decay. In the hypothesis of ‘comprehensible input’ by Krashen (1981) argued that only L2 should be used in the classroom during the learning process and L1 should not be interrupted. As stated by Christ (1997), countries whose language is a language of international communication is the normal and speakers of other languages must adjust to the situation. In general, L1 impact is widely perceived as negative and an obstacle as being disruptive to the learning environment as the practice has been considered as a sign of linguistic deficiency.

On the other hand, bilingualism is a situation of using more than one language within its social environment especially in a classroom setting. Bilingual such as Willis (1996), put forward that does not ban and encourage the use of L1. As stated by Macaro (1997), L1 is helpful for giving instructions, to discipline the learners, giving feedbacks as well as explain activities in the classroom. According to Cook (2001), L1 offers comprehension process when learners cannot grasp the use of L2, to do the task without misunderstanding and to build the relationship between L1 and L2 so that learners feel confident when learning the language. Furthermore, bilingual education can be organized into the following four categories which are cognitive development, affective development, linguistic growth, and cultural enrichment. There are plenty of advantages of using more than one language in the learning process. This will enable the learners to develop the L2 proficiency to the extent they can receive instruction in both the L1 and the L2. Moreover, as a Malaysian we support the policy to uphold MBMMBI. Thus, a need to study Thus, there is a need to study on the L1 (Bahasa Malaysia) impact in process and product of learning writing in L2 (English) to help teachers to overcome a problem that they are facing in teaching and learning process of acquiring writing process in ESL.

The purpose of this research is to find out the impact of using L1 (Bahasa Malaysia) in teaching and learning process and product of writing in L2 (English). This study is significant because it gives an insight into the reasons for using L1 in the teaching and learning process and product of writing in L2 can be a beneficial language learning strategy. Although some researches do not agree with the use of L1 in L2 because it can hamper the learning process, Turin (2014) on the other hand find all educators must make sure that learners feel comfortable and able to express themselves in course with the assistance of L1. Auerbach (1993), argues that L1 is a capable source that can be in utilized the instructing and learning handle, but the educator must make sure to keep its balance. Meaningful learning is when learners enjoy and understand the learning process in L2. Bandura's social cognitive theory is used in this study because it emphasizes the cooperative relationship between learner's behavior, environment, as well as cognitive factors include learners' perception of the success or failure towards learning since it is influenced by learner's environment.



**Figure 1: Conceptual framework of the study (The Bandura's Theory)**

## **II. MATERIALS**

### **A. L1 as a Learning Language Strategy to Learn L2**

Strategies act as a crucial role in second language learning as it encourages and assists language learning. Learners themselves must be aware of the type of strategies that could facilitate them during learning the process because it could be an attribute and strategies to the problem-solving instrument or skill used by learners to deal with the difficult procedure of learning. Moreover, learning procedures are not always perceptible to the human eye as procedures are adjustable and it is reasonable to believe that they can be

learned, and learners can practice it. Therefore, it is possible to speak about the strategy to make learners conscious of the existence of their own strategies and coach them while they are using it. In this study, L1 is being used as a strategy to facilitate learners' difficulties in the L2 learning process. Based on Phuket (2015), when learners came across over an unused language, they tend to deliberately or insensibly settle a line between what they already know and what they don't. Learners carry over the current data of their, to begin with, L1 to the generation of the moment L2.

As claimed by Khetaguri, Zangaladze, and Albay (2016), learning activities using the L1 occurs in the classroom because they understand the instruction and able to communicate in that language. Hence, L1 could make it possible for learners to acquire the learning process. For this reason, it is favorable to use L1 in the L2 learning process as it contributes to learners' proficiency and a tool to help with learners understanding. Interference can happen when an educator wants to construct up an association between L1 and L2 knowledge in learners thinking so that it is possible for learners to carry out the task. Besides, there are learners will low proficiency level in the classroom and they might feel timid during the learning process. Hence, letting learners speak L1 when vital can help diminish the level of uneasiness in classrooms. This way, the educator can establish a relationship with learners and clarify material or discuss any problems that arose during class from a lesson.

The use of L1 is beneficial and word as a psychology device. Bruen and Kelly (2017), stated that intermediate learners revealed that they lean toward having a adjust between L1 and L2 within the classroom when they were within the amateur language modified, they did favor the utilize of the L1, in specific when they might not get a handle on the L2 substance. This prospect would emphasize by Turnbull and DaileyO'Cain (2009), that the cognitive advantageous substance of the L1 may be particularly fitting in learning settings where the learners' L2 abilities are constrained. As stated by Hismanoglu (2016), language learning strategy may consciously or unconsciously affect the style of the learners learning process and aids learners becoming more effectively engaged in the lesson. As mentioned by Majtanova and Jabar (2013), the level of capability in the first language plays a vital part in the interpretation of the learners' intelligence, therefore, influences learner's awareness of the importance of the second language.

## **B. Perspective in Using L1 in Teaching L2**

### **• Educator's Perspective**

Hussein (2013), had carried out research to find the awareness of learners and educators towards using L1 (Arabic) in L2 (English) classroom. Based on the study results, during observing, educators in the classroom, the educator uses L1 to explain unfamiliar or tough words, syntax rules and questions. Findings from a questionnaire which was given to learners shown that they prefer using their L1 (Arabic) in L2 classroom and the reason for that is to assist them to understand the new words and phrases. Moreover, it

causes learners to feel less confused. It can be reported that based on that research, both educator and learners feel better, relaxed and less anxious while using their L1 in the process of learning and teaching an L2. Cudi, Kilic and Kaplan (2014), had interviewed with the educators and learners who were randomly chosen. The outcome from learners' and educators' responds demonstrated similarities in some respects. First, it seems both learners and educators are not opposing the use of L1 when there is a difficulty in understanding specifically in grammar rules of the target language. Second, educators and learners showed that L1 using should be stimulated more as a logical process because learners need to rely on something if they do not understand what they are learning. However, there is one distinct point of view between learners and educators. Educators think L1 must be used mostly in the classroom and instance of there is trouble in communication with learners whereas learners, in general, have a dissimilar opinion in that matter, that is L1 must be utilized accordingly to the request that arises within the class.

**• Student's Perspective**

Findings from Asif, Bashir and Zafar (2018), most of the Pakistan learners prefer to communicate in L2 and be a part of the L2 environment only. However, learners admit some components that hindered them from using L2 in the classrooms. Learners mentioned that there are barriers while using L2 such as shyness while using in the L2 classroom. Cudi, Kilic and Kaplan (2014), had an interview session with learners about the use of L1 in L2 learning process. Generally, L1 is used in class when educators want to justify some issues that they have trouble with, and they use L1 to react or give answers as well as opinion or thoughts. Besides, learners' states that using L1 could be a burden in some cases when acknowledging some problems that perhaps complex to convey and mention that they prefer using L2 in the classroom. This likely could contribute to their linguistic ability, nevertheless simultaneously other learners use L1 to make the learning process simpler when it needs to be used.

**C. Understanding Writing Difficulties in L2**

Writing is considered as one of the difficult abilities to obtain because learners need to have L2 background knowledge like vocabulary and grammar rules that enables them to construct a sentence with correct rules and intended meaning. Moreover, writing skills are also a part of communication that allows learners to filter knowledge and point of view when communicating. During the writing process, learner's brain uses every part of the memory and cells such as knowledge, lessons, incidents, success and failures to recall what they had been through, throughout their life. Learners will remember the present situation and future possibilities that leads to creativity and imagination in writing. According to Zuhri and Sukarnianti (2015), words give the world life and meaning because it is effective and affectively conveyed meaningful information to each other as well as communication that keeps the whole world the same direction. Language transfer is another aspect through which nature of writing can be determined about the abilities and strategies from learners L1 to L2. As claimed by Setyowati (2016), although writing is important, it is hard to master since there is the component that needs to be considered such as word

choice, clear purpose, organization, ideas and language use. As stated by Ariyanti (2016), to be a good writer, the learner should not stop only in one step of writing but continue to write as learners will improve the skills. Saleem and Rashid (2018), prove that the academic writing problems encountered by Arab students are led by their poor proficiency in the L2. Like all learning trouble, obstacles in writing can be upsetting to a learner's education and self-confident. If a learner overlooks to establish basic ability, they will be incompetent to write swiftly and fluently as it is needed to surpass as these requirements expand. Unfortunately, for a learner who had trouble with a writing difficulty, the writing process itself impedes with learning and learners might feel demotivated to improve themselves.

Furthermore, Lalasz (2014), highlights that inadequate of proficiency in L2 resulting to academic disappointment and tense situation where learners prevent involvement with their educator, and they worry that they could produce errors and would be scolded for that. Bani and Albalawi (2015), the foremost common blunder experienced by learners are linguistic inconvenience within the field of tenses, relational words, syntactic, subject like verb understanding and the utilize of articles, accentuation issues such as lost, intemperate or inappropriate utilize of accentuation marks, and spelling mistake such as substituting, evacuating, including additional, disorganizing, damaging or composing non-existing words. Findings from Almatarneh, Hmoud, Rashid and Yunus (2018), the discussions and interactions are crucial as it often provides the learners with a benchmark and a precise assisting system to share their issues and search for a solution. Learners commonly resort to their classmates and companions which they thought were way better compare to them to assist them out in their writing difficulty. Almatarneh, Hmoud, Rashid and Yunus (2018), further discuss educators should be aware of learners needs and priorities as they are the reliable sources of improvement. The essential assistance that must be supplied by the educator for the progress and improvement of the learners is insufficient. As mentioned by Rahmat, Arepin, Yunos and Rahman (2017), the reasons learners dislike writing are they have insufficient groundwork and this can develop into insecurity and frustration, learners often feel that essay writing is a subject that has no answers and due to the uncertainty, they have a fear of failure.

#### **D. Similarities and Differences between L1 and L2 writing**

As claimed by Ortmeier (2013), learners set their goals and create plans to achieve specific writing tasks disregarding the language in which they write their texts. For an example, repeated application of rule in the process, engaging in organizing, writing and editing to formulate their thoughts as well as seek suitable rhetorical and linguistic resources to convey thoughts. L2 learners undergo the same process of generating ideas and have the same attention patterns no matter what languages they use while they are writing. Hirose (2003), claimed that Japanese learners use the same organization patterns for writing in both Japanese and English. The nature of challenges that writers face in course of writing might be the same because learning to write within certain academic disciplines is a challenging task in either L1 or L2, which is why academic writing can be considered a second language even for the native speakers. Also,

Karim and Nassaji (2013), also found that there are common features within L1 and L2 when learners with lower proficiency use L1 source for instance to produce ideas and lexical-finding goal while writing in L2.

Although there are some similarities in general discussed in the previous paragraph, research studies have revealed that there are several prominent and significant distinctions either writing in L1 and L2. From a linguistic perspective, it can be assumed that writing in L1 should be spontaneous, fluent and accurate in a sense that learners do not need to fear about words and structures while writing in L1, learners should just think of higher order concerns such as appropriate rhetorical choices of expressing their ideas or argumentation because usually there is no issues on vocabulary, grammar, and syntax. Even if such errors occur, it is not as serious as in the case of L2 writing. Hyland (2002) stated that if learners are writing in L1 they can come out with thousands of vocabularies to describe their thoughts in writing. However, according to Silva (1993), if learners are writing in L2, they have limited vocabulary to describe their thoughts and explain explicitly. Furthermore, findings Silvia (1993), stated that L2 writing is various in important ways from L1 writing in terms of strategic view, as a matter of function, and linguistically. Although there are several dissimilarities within writing in L1 and writing in L2, there exist few links between L1 and L2.

Both languages may differ in terms of the learner's experience, language competence, writing styles and writing fluency. Nonetheless, learner seem to be similar in a sense that they undergo the same procedure of writing as idea producing, drafting, reviewing and organizing. Interfaces between both language knowledge and differences between these two writing processes can help learners for greater picture of the nature and complexities of L1 and L2 writing. So, that would be the reason and understanding on the nature of L1 and L2 writing can be instrumental to figure out how and why L2 writers make use of their L1 in course of writing various academic essays. Other than complexity, writing is a much an active process which permits learners to play upon words and thought that held meaning and exploratory process that can be considered as a process of discovery of the way to compose a piece of writing.

### **E. Argument on The Use of L1 in L2 Writing Process**

- Argument against

As mentioned by Taghizadeh, Nemati, and Taghizadeh (2013), a very small amount of L2 learners become to succeed in reaching native speakers' level because they depend too much on their L1. A study from Cailing (2017), shows that there is an error in lexical level, followed by syntactic level, discourse-level and in substance error. Considering English and Chinese are completely dissimilar languages, the use of the word is also different. Even if there are some words with the same meaning, the contexts they had applied will be different because of the differences in their denotation and connotation to some extent. Most often, if low-proficient learners want to express the idea fluently, they would use words with the

same meaning as their L1 to produce their writing in L2 manually. Unfortunately, sometimes when learners fail to find the equivalent word in English, they will choose a comparable word they know as opposed to maintaining the process of writing according to their Chinese thinking pattern. As claim by Turin (2014), learners need as much exposure as possible in order to acquire L2 acquisition. Which means, L2 teaching and learning process must be taught in L2 only to get the best results and maybe the elemental concept which monolingual supporters have based their strategy on. Encouraged considering in L2 rather than interpreting it into L1 and keep in mind the word. Balanced and wise utilization of L1 might enhance the opportunity to obtain L2 swiftly.

Based on the analysis of the writing samples by Ab Manan, Zamari, Pillay etc. (2017), it was discovered that the highest number of mistakes performed by learners come from excess lessening category taken after by exchange of rules and overgeneralization. The interference errors under redundancy reduction category were possibly performed due to the non-existent of an idea or thoughts in the L1. Due to the absence of 'be' verb and 'article' in L1 (Malay), learners have the tendency to eliminate necessary 'be' verbs or articles and add unessential ones in their writing. For transfer of rules, it was found that the learners had trouble in choosing suitable propositions to use as there are only about 15 propositions in L1 (Malay) whilst there is an abundance of prepositions in L2 (English). Moreover, learners performed mistakes associated with the use of adjective considering in L1, an adjective normally will be before a noun whereas in L2 it is the other the opposite way. Lastly, it was found that the rules that are regularly overgeneralized include the rules related to the conversion of verbs from present to past tense and singular to plural nouns. In conclusion, it is an obstacle for learners in acquiring L2 because of the L1 interference especially in productive skills of speaking and writing.

- Argument supporting

Cook (2001) indicates the use of L1 is to offer an alternative way or a shortcut for providing direction, guideline and clarification where the words used in L2 is too bombastic for their level. It is crucial to secure that learners completely understand what to do based on direction or guideline that has been provided in L1 and the utilize of L1 is supportive to provide meaning and illustrate linguistic use rules. Next, to develop a connection between L1 and L2 understanding and skills acquisition in the learners' thinking. To acquire knowledge through cooperative and joint discussion with learners also establish L2 activities such as code-switching for future real-world usage. Findings from Mukminin, Ali and Ashari (2015), learners' knowledge about the social foundation in English had impacted their capacity to deliver and create their thoughts into great sentences structure and sections although they had taken English courses. This may be due to a lack of grammar knowledge to constructing good sentences in writing. Despite that learners had tried to internalize the concepts of grammar in the writing process. Learners feel demotivated with the constraint that they have in English grammar. This action will lead them to frustration in producing and developing ideas in writing.



As stated by Bennui (2016), when interlanguage learners are writing in L2, some of their L1 features appear in the writing hence, this matter needs to be observed in the teaching of L2 writing. Numerous sentences produce greater sense in the learners' L1 rather than in L2 due to straightforward translation from L1 into L2. If this problem is identified, learners are capable to achieve as well as improve their writing and such difficulty by thinking in L1 and do the translation to get an idea about what they want to write. On top of that, to translate from L2 to L1 would be more effective for some learners primarily throughout the brainstorming, generating, and organizing stage instead of writing a whole draft in the L2. Once the ideas are organized with a general understanding of the question or instruction, learners can produce the writing in L2 while following the earlier organization order of ideas. This tactic might be the way for L2 low proficiency learners as the writing process is in steps. Additionally, it allows the learner to engaged and turns into an active learner instead of a passive learner in writing English.

There are two strategies that assist as well as support the writing process in weak L2 proficiency learners that are termed "keeping the standard" and "lowering the standard" by Uzawa and Cumming (1989). "Keeping the standard" was used to sustain the level of writing accomplished in the L1 by taking extra time, making amendments and finding support. On the other hand, "lowering the standard" was utilized to finish the writing task within the time that has been set for learners without an outrageous cognitive struggle. These were strategies is to reduce details, reducing syntax, replacing lexical items, and disregard learners fear to write. Overall, L1 assist in maintaining the benchmark and if L1 was not utilized, it can assume that the quality of writing could have been decreasing than previous writing outcome. Transfer from L1 to L2 is not continuously an unfavorable feature and languages are linguistically interdependent.

#### **F. Writing Process**

Writing can be perceived as a repeated application of the rule in the process that includes both cognitive and metacognitive processes. Nevertheless, most of the learners are not conscious of the signs because the number of achievers in writing is too small (Huy, 2016). ESL learners often find that writing is a difficult task although it is essential because it is inconceivable not to create mistakes in composing and they feel the burden. As stated by Mustafa and Kirana (2017), making errors can be comprehended as a common portion of learning anything particularly something as complex as a language, especially, a second language. Learners are not aware of the significance of composing skill in their learning L2 and often get low marks in tests or examination. According to Arianti (2016), learners think that they should write because it is a task given by their educator and they are not hoping to get high scores in writing due to feeling of displeasure. Harmer (2001), proposed certain issues that educator could utilize the use of L1 to improve L2 such as approve the use of L1 by widely acknowledge that the utilize of L1 in L2 learning is crucial and must not be avoided. Recognize between levels as learners work additional in L2, their require for L1 will lessen, on the other hand, they might still need a translation. Make the guidelines clear.

Learners should aware when the use of L1 and it is for support and reliance to speak in L2. The process of writing relies a lot on learners' knowledge about English such as the vocabulary, grammar and rules in English (Ariyanti, 2016).

Schweers (1999), propose that educator must in cooperate L1 into L2 classroom to increase classroom flow, and with L1 offers a feeling of being secure and bolster the learner's lived encounters by empowering them to specific themselves. Since writing is an intricate combination of skills, the writing process comprises steps to follow in preparing a complete piece of writing. By breaking down writing into a few steps, learners will figure out the advantages of positive criticism, feedback, comment and response on their writing. They further advance in improving and even appreciate and have fun while writing. Even though learners will move back and forth between the steps or them sometimes frequently overlap during the process, this is because the writing process can generally be broken down stages. When learners learn to cooperate with the 5 steps of the writing process, they will potentially create a logical and well-written composition.

### **Stages of The Writing Process**

- Prewriting:

This is the organization, planning and arrangement step of the writing process. When learners outline and assemble ideas as well as brainstorming often use diagrams for mapping out their idea and thoughts. Audience and aim must be considered at this point. Certain parts of the writing need extra process or preparation than other parts. Determine which ideas to use. Throughout the brainstorming and freewriting process, learners require to present and come up with lots of ideas. Some ideas are suitable for the theme and some ideas are not related. Learners need to decide on which idea is appropriate and could be in the writing.

- Drafting:

Learners produce their first arrangement by writing down all their ideas in a structural way to transmit the idea or present disagreement as well as argument. Audience and aim should be finalized. At this step, don't think around grammar, word-count, punctuation and spelling. This is the regular phase of the writing process as nobody gets it correct for first the time. Learners may write numerous drafts. The following drafts will perhaps combine components of the revising stage and writing stage.

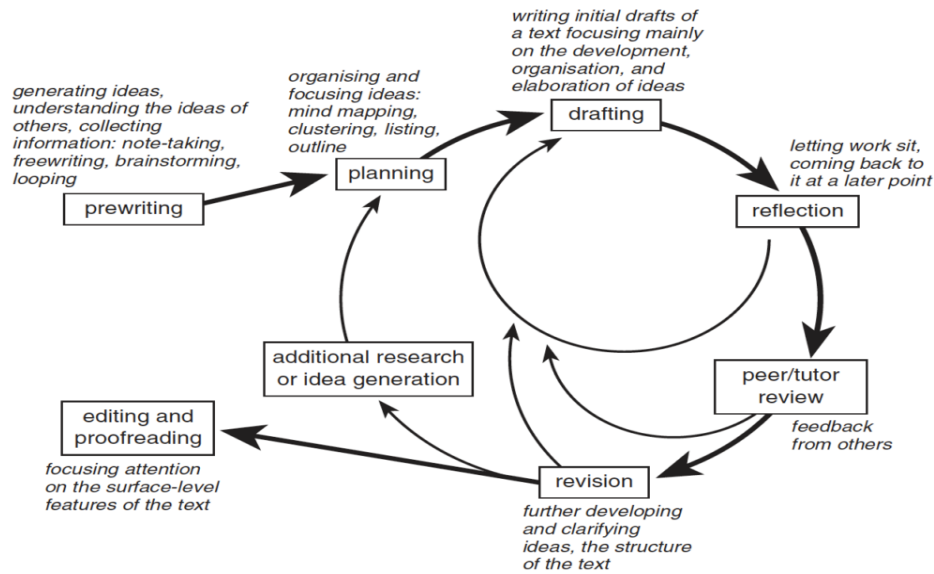
- Revising:

Learners review, reorganize, and modify their work by adding, deleting content and rearranging as well as by making the tone, content and style appropriate for the aimed audience. The purpose of this step of the writing process is to strengthen the draft. Review the draft is about creating "big picture" amendments. Learners may eliminate entire portions, rephrase whole sections, and add on detail which they have noticed

the audience will need. The reviewing phase is occasionally summarized with the A.R.R.R. (Adding, Rearranging, Removing, Replacing) approach. First in adding, learners must ask themselves what else does the reader need to know? Second is rearranging. The flow would be better if reordered the paragraphs. The third is expelling. Now and then, one of the thoughts doesn't work out. Maybe learners pass past the word restrain and ought to take out several sections. Fourth is supplanting. Clear subtle elements help bring the piece to life and need to search for powerful instances and quotations to support the disagreement.

- **Editing:**

At this stage in the writing process, learners correct and adjust mistakes in grammar, proofread and mechanics, as well as modify to enhance style and clearness of the writing. Having a response from an educator in this stage is beneficial. The refining step is separate from reviewing and must be done after alterations. Refining or altering incorporate the close-up see of the learner's sentences and words. It must be complete after learner had review or else, they are likely to stress over a flawless sentence, as it were to conclusion up erasing that whole segment from the composing. When refining, go through the piece line by line in detail and make beyond any doubt that each state, word and sentence is as solid as conceivable.



**Figure 2: Writing process**

These writing steps are important because writing highlights the quality of discussion as a teaching technique. Teaching the writing steps allows learners by requesting them to discuss or tell about their writing at every stage of the writing process. Furthermore, educators give a response to the task, mixing support with productive criticism. Learners utilized these responses to the next stage in that writing task. Both exchange feedbacks about the writing developed communication between educator and learners about the content of the writing and about the process of doing the task. For many learners, writing can be intimidating, upsetting and perplexing. Despite that, learners must understand that the process of writing is crucial instead of the finishing task. Learners must learn to receive constructive criticism and comments from an educator in order to improve their writing and produce a good writing product. By approaching writing as a process, educator promotes learners to plan, gather the ideas and discover all its opportunities and strengths. Breaking the steps of writing into specific steps allows learners to retain their point of view on their writing as well as to realize that the response is about the quality of their writing. As already mentioned earlier, these steps do not need to be completed in this exact order. Regularly, in the writing process, learners go back and forth between the different steps.

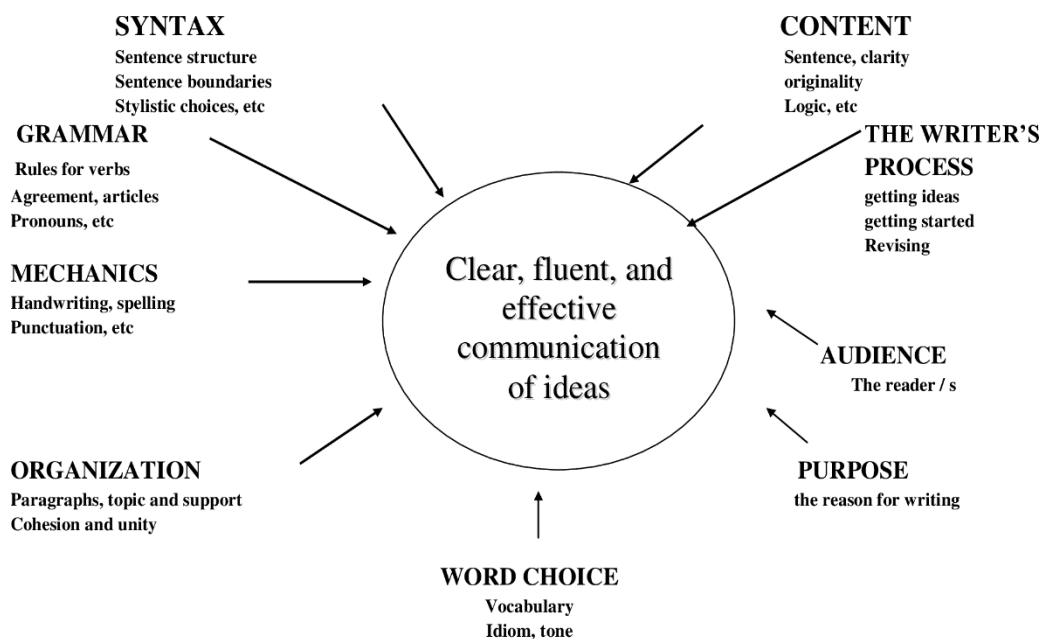
### **G. The Product of Using L1 in Learning Writing Process of L2**

Product writing focuses on the product of the writing that learners had developed through the process and steps of writing. Learners can analyze and practice the main features of the steps when they are supposed to write. Finally, learners produce their own texts as well as encouraged them to write freely with their ideas however it is essential that the educator provide learners with feedback on their production. It could be an advantage for weaker learners to guide them to start writing and generate their own idea. In the guided writing process, learners are prepared to produce grammatical correct pieces of compositions using controlled vocabulary and structured sentence patterns. During the guided writing exercises, it might encourage learners' attention and allows them to communicate their ideas and ability to be imaginative and resourceful through writing. Even though guided writing exercises able to provide as a bridging step between controlled writing task and freewriting, they were efficiently in developing learners to write purposefully and independently.

Writing is not an involuntary, spontaneous and unplanned activity as active writing does not take place by itself hence it must be taught systematically and explicitly. Learners need to find out the stages and steps that are essential to writing such drafting, brainstorming, editing and revising. Furthermore, learners must also know what is expected of them in their writing especially when choosing a writing topic that could interest then to generate ideas and real-life writing tasks like charts, filling out forms and letter is the suitable choice. Findings from Setyowati (2016), show that although nearly all the learners were capable to make a thesis statement that shows their thought, ideas and opinion. However, most of the learners develop the body of the paragraph with no relevant example based on the story. The result of the study based on learner's inability to develop the essay is caused by the vocabulary problem and to express ideas

in writing and difficulties to express these in proper English as they lack the vocabulary to express their ideas.

Vygotsky's (1962) points out that when learners are being assisted today it can lead to their autonomous learning in the future. Therefore, learners need to be challenged but with the encouragement, assistance and support that allows their progress in learning as well as the development that has been mentioned to by Vygotsky as 'scaffolding'. Several forms of input such as language patterns, vocabulary, reading and model writing require to learners' growth in aspects of ideas producing in writing skills. In addition, writing practices and aural-oral input are essential in assisting learners to scaffold ideas developed either through brainstorming or through reading. Moreover, a balance should be retained between offering meaningful language input and space for creativity in the writing process. Allow flexibility when dealing with grammatical accuracy when assessing learners' writing. An educator should not be more concern with grammatical accuracy at the beginning of the process writing process but focus on learners' organization, writing ability, overall presentation and ideas. It is emphasized that a balance must be kept between quantity and quality of writing because an error in accuracy in writing might be taken more lightly at the beginning in order to support and rouse learners to precise their thoughts in composing. When learners get accustomed to writing skills and understand that writing will not be perfect at the beginning, the educator can concentrate more on their accuracy and correct the error in order to keep the balance. However, as mentioned by Mustafa and Kirana (2017), after classifying learners' errors, the errors occurred needs to be explained so that learners will not repeat the same error again.



**Figure 3: Process of brainstorming****H. The Impact of Using L1 Based on Social Learning Theory (Albert Bandura)**

The social learning theory of Bandura highlights the significance of observing and modelling the behaviors, attitudes, and emotional reactions of learners. According to Bandura (1977), learners would face difficulties, not to point out dangerous or risky, if they had to rely merely on the inform what to do instead of figuring out what they should do. Observing the ways learners learn can acquire so much more information about learners and educators can find out whether learners are using L1 in learning writing in L2. Learners might not know that by using L1, it could be their strategy in learning instead they might feel guilty because they thought only L2 should be used during the learning process. This could slow the progression of learners and hinder them to think creatively due to the lack of proficiency in L2. Social learning theory describes learner's behavior in terms of ongoing mutual interaction between cognitive, behavioral, and environmental influence. As claimed by Neisser (1967), cognitive is related to the mental handle in which inside or outside input is diminished, changed, put away, explained, utilized, and recouped. Subsequently, it incorporates a different of a part such as consideration, discernment, coding, memory, review and maintenance, thinking, choice-making, imaging, problem-solving, executing actions and planning. As mentioned by Arnold, Umanath, Thio, etc. (2017), writing required reorganization and elaboration. Both processes are known to improve memory despite the instruction received from the educator. Besides, writing is a complex process that involves steps to follow. Since writing is crucial and learners need to remember the steps and the process in order to write smoothly, they need to use their cognitive ability. By cooperating the five steps in the writing process, learners will utilize the cognitive ability and the previous knowledge that they had during the process. Moreover, to use L1 as a strategy in learning language is also noted to have a cognitive function as it provides as a scaffolding instrument to prepare learners to perform in L2 writing.

Learners behavior when using L1 to facilitate interactions between peers and assisting task completion recorded positive effect as they are motivated to learn L2 and establish a higher feeling of ease in participating in pair work and group as well as whole-class discussions and activities. The reason for this is because they can generate their idea and explain their thought in L1. They may be the type of learners that need to relate concepts in L2 to similar in their L1. Furthermore, this might be the most useful way of learning vocabulary as they draft their idea in L1 and later they translate and use the dictionary to change the words from L1 to L2. Learners may also feel that having L1 is safer and feel the regular process of working things out through rather than feel strange and unfamiliar. In addition, when educator use L1 to explain difficult task or instruction, learners will feel the belonging in the classroom as they feel less anxious and able to concentrate on the teaching and learning process.

Environment influence performs a crucial function in the teaching and learning process. Feeling conscious, scared, unsafe, less confident will hinder the teaching and learning process in the classroom. Communication in the classroom is important as an educator can find out whether learners understand the lesson based on their attitude in the class, gestures and responds. If learners are being passive in the classroom, educators can make a conclusion that learners are not enjoying the lesson and need to be worry that they did not understand what had been taught to them. First, the educator had to make sure that learners can voice out their opinion, thoughts as well as ask questions in their L1 so that they feel their belonging in the environment in the classroom. Then, slowly pursued learners to use L2 while asking questions or giving their opinion even though they are mixing both languages and if there is an error in the sentence structure. Create a friendly environment during the learning process will change the attitude of learners and they will enjoy the teaching and learning process.

### **III. METHODS**

#### **A. Participant**

This study is conducted in Integrated Holistic School (IHS) Subang Bestari in Shah Alam, Selangor and has been in operating since late 2015. This school is chosen because the lack of research has been done in private Islamic school and it has a smaller class size compared to public school so the learning environment would be different as more attention could be given to the learners. According to Shakeel (2018), to have a better understanding about private Islamic school, more research is needed because researches, critics, lawmakers, critics and proponents of Islamic schooling may advantage from an up-to-date outline of the investigate. In addition, Hidayati (2016), thinks that the English language clearly fundamental to require portion in worldwide inclusions that possibly leads to more advancement of learners. Purposive sampling is being used for this study because the researcher specifically wants to do research at private school as they have a different syllabus design which is Cambridge IGCSE as well as a different learning experience compared to the government school. As claimed by Tongco (2007), purposive sampling may be a non-probability test that's chosen based on characteristics of a populace as well as the objective of the ponder. Besides, purposive sampling is additionally known as judgmental or subjective inspecting.

#### **B. Instruments**

The research design used in this study are survey questionnaire and classroom observation. Bryman and Chime (2005) portray quantitative inquire about as involving the collection of numerical information and showing the see of the relationship between hypothesis and investigate as deductive, a preference for common science approach, and as having an objectivist conception of social reality. This research will be conducted a closed-ended questionnaire or also known as Likert scales; a rating scale is 5 more useful when a behavior needs to be evaluated on a continuum. (1) Strongly disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly agree. The questionnaires are divided into three parts. Part A covered the demographic

factor, part B covered the types of L1 impact in the writing process and product in L2 (15 items) and part C covered the instances in which L1 aids learning in L2 writing process (15 items). Next, non-participant observation is being used classroom observation to explore learner's behavior, environment and personal factor (cognitive). How learners integrate L1 in L2 writing especially during the process in writing which brainstorming, drafting and organizing take place. It is interesting to know whether L1 could aid learners process and product of writing in L2. According to Liu and Maitlis (2010), non-participant perception is often utilized in digression with other information collection strategies and can show a more "subtlety and energetic" acknowledgement of circumstances that cannot be as basically procure through other strategies. A form is being used to take note about teacher's strategy and student's behavior during the teaching and learning process. There are three items in the form which are teacher talk and action, student's response and researcher's comments. As for the classroom observation, the researcher will observe the way the educator deal with the use of L1 in L2 teaching and learning process. Throughout the process, the researcher will observe both educator and learners such as the behavior, the environment and learner's cognitive. Classroom observation permits analysts to consider things that cannot be controlled due to moral concerns. Other than, it can help bolster and help the outside legitimacy of the inquire about. Conclusively, findings from classroom observation study will help other researchers and educators in the same situation of the study. The researcher may take notes during the session to study learner's behavior.

### **C. Data Analysis**

Responses for the close-ended section in questionnaires were analyzed using SPSS focusing on descriptive statistics and are tabulated for convenient reading. The information from the classroom perception concerning the effect of utilizing L1 in L2 composing educating and learning handle will be explored as well as the event when learners are utilizing L1. Triangulation encourages approval of information through cross confirmation from more than two sources. It tests the consistency of discoveries gotten through diverse disobedient and increments the chance to control, or at the slightest survey, a few of the dangers or numerous causes impacting ours comes about. Denzin (1978), characterized triangulation as the combination of techniques within the think about of the same wonder to progress precision of the result or result as well as and broaden the researcher's understanding of the consider. Moreover, it can be utilized to deliver development in a conceptual surrounding that can lead to multi-perspective meta-interpretations as well as endeavor to outline out or clarify more around the lavishness and complexity of human behavior by examining it from more than one angle. Agreeing to Denzin (1973), there are four fundamental sorts of triangulation of information which are information triangulation, agent triangulation, hypothesis triangulation and technique triangulation. Whereas Carvalho and White (1997) reason for triangulation of information is enhancing, invalidating, adjusting and clarifying.

## **IV. RESULTS**

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The findings gathered from questionnaires and observations will be discussed in this chapter. Twelve students from Integrated Holistic School (IHS) had been given the questionnaires and an English teacher had been observed during the teaching and learning session to gather in-depth perspective towards using L1 in L2 classroom. In secondary 4 class, the students did not share the same age level. They varied from 14 to 16 years old. Because before they enroll in secondary 1, the students need to sit for a test for class placement and based on test result it will determine which level of class is suitable for them. In this level, they are drilled for IGCSE and IGCSE exam year. The class that has been observed has mixed proficiency in the English language. The data from the questionnaires were statistically analyzed using the SPSS version 11 program. The findings from this research will be synthesized and discussed according to the research questions.

**TABLE I. L1 Impact in Writing Process and Product in L2**

No	Question items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Less anxious when use L1 to ask questions or to give opinion in L2 classroom.	16.7%	16.7%	8.3%	41.7%	17.7%
2	Feel safe and comfortable when could use L1 in L2 classroom.	0%	0%	0%	41.7%	58.3%
3	L2 classroom that prohibits the use of L1 have an impact on motivation, comprehension, or inquiry.	8.3%	8.3%	0%	50%	33.3%
4	Feel comfortable with a teacher who use L1 in L2 classroom during teaching and learning process.	8.3%	8.3%	8.3%	33.3%	41.7%
5	L1 helps to understand L2 teaching and learning process.	16.7%	8.3%	0%	33.3%	41.7%
6	L1 is a useful tool to learn L2.	0%	0%	16.7%	41.7%	41.7%
7	Opportunities to learn, use, comprehend or communicate in L1 will hinder to think creativity in acquiring L2.	0%	8.3%	25%	50%	16.7%
8	Able to participate in class because can communicate using L1 if not able to produce sentences or words in L2.	16.7%	8.3%	0%	33.3%	41.7%
9	Use L1 to check comprehension and clarify problems.	0%	0%	0%	58.3%	41.7%
10	L1 help to clarify instructions in L2.	0%	0%	8.3%	33.3%	58.3%

The findings revealed that majority (41.7%) of the respondent choose to agreed that they feel “Less anxious when use L1 to ask questions or to give opinion in L2 classroom”, 17.5% choose strongly agreed follow by 16.7% for both strongly disagreed as well as disagreed and 8.3% choose neutral. With respect to the second item, that is, “feel safe and comfortable when could use L1 in L2 classroom” it was found that majority (58.3%) of the respondent choose strongly agreed while 41.7.% choose agreed. The results also showed that majority (50%) select agree that “L2 classroom that prohibits the use of L1 have an impact on motivation, comprehension, or inquiry on them”. 33.3% indicate strongly agreed and 8.3% for strongly disagreed and disagreed. Majority (41.7%) of the respondent revealed that “feel comfortable with

a teacher who use L1 in L2 classroom during teaching and learning process” while 33.3% select agreed and 8.3% respectively choose strongly disagreed, disagreed and neutral. The results also showed that 41.7% choose strongly agreed and 33.3% choose agreed that they “L1 helps to understand L2 teaching and learning process”, however, 16.7% choose strongly disagreed and 8.3% choose disagreed. Both strongly agreed and agreed have the same result which is 41.7% thinks that “L1 is a useful tool to learn L2” while 16.7% choose neutral. Majority (50%) of the respondent indicate “opportunities to learn, use, comprehend or communicate in L1 will hinder to think creativity in acquiring L2” while 25% remain neutral, 16.7% select strongly agreed and 8.3% had pick disagreed.

Most (41.7%) of the respondent has indicate that they are “able to participate in class because can communicate using L1 if not able to produce sentences or words in L2” and 33% has agreed to the statement, in contrast, 16.7% had strongly disagreed and 8.3% disagreed with the statement. More than half of the respondent had chosen agreed that they “use L1 to check comprehension and clarify problems” follow by 41.7% strongly agree. Almost (58.3%) all the respondent strongly agreed that “L1 help to clarify instructions in L2”, 33.3% agreed and 8.3% choose neutral. Both strongly agree and agreed have the same results which is 41.7% to statement “L1 provide translations of keywords that are difficult to explain in L2” while 16.7% had choose neutral. The results had shown that most (66.7%) of the respondent had agreed with “L1 helps to find out what cannot express in L2” and 25% agree with the statement and 8.3% had remain neutral. Majority (50%) had indicate that they agreed “L1 helps in the process of discovery and creation in L2” follow by 33.3% strongly agreed while 16.7 choose neutral. Most (50%) of the respondent had choose strongly agreed by “using L1 during the teaching and learning process make the lesson in L2 less complicated” while agreed and neutral had share the same result which is 25% respectively. Finally, majority had chosen 50% that they strongly agreed with the statement “feel the sense of belonging in the class when L1 is being used during L2 lesson” follow by 41.7% agreed while 8.3% had choose neutral.

**TABLE II. Instances in Which L1 Aids Learning in L2 Writing Process**

No	Question items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Think in L1 while writing in L2.	8.3%	8.3%	0%	41.7%	41.7%
2	Use L1 when outline, assemble ideas, brainstorming and mind mapping during L2 writing process.	8.3%	0%	8.3%	50%	33.3%
3	Draft the first arrangement of the sentences by writing down in L1 and translate it in L2 as the writing product.	8.3%	8.3%	8.3%	33.3%	41.7%
4	L1 gives a guideline to understand writing rules in L2.	0%	0%	8.3%	33.3%	58.3%
5	Feel motivated to write in L2 when translate the sentence from L1.	0%	0%	0%	66.7%	33.3%
6	L1 helps to clarify tough words and assist in L2 grammar justification.	0%	0%	0%	25%	75%
7	Find difficult to write in L2 sentence structure due to L1 interference.	0%	0%	0%	41.7%	58.3%
8	Retrieve information from memory in L1 to generate ideas to enhance writing in L2.	0%	0%	8.3%	25%	66.7%
9	L1 support clarification as it is mostly timesaving while writing in L2.	0%	0%	0%	41.7%	58.3%
10	L1 allow to contribute own thoughts on the text and translate it in L2.	0%	0%	8.3%	33.3%	58.3%

From the findings, it shows that L1 aids the learning of writing in L2. L1 guides and promotes the learning environment in the classroom as well as give a positive vibe for students to learn. Writing is a skill or an ability that needs to go through a certain process especially when it is academic writing. Since the process is complicated, students faced challenges with the grammar rules, lack of vocabulary, sentence structure

as well as the meaning of the words. Learning how to type in brief passages and papers is one of the awful encounters for students in school, but it is additionally one of the essential skills. On the off chance that students don't endeavor to memorize the ability to compose at a youthful age, they will confront troubles in acing the ability in their afterwards life. These are the statements as well as situations where L1 could be a strategy to be used in the classroom.

The results showed that majority of the respondents (41.7% = agree; 41.7% = strongly agreed) “think in L1 while writing in L2”, the remaining 8.3% had chosen strongly disagreed and other 8.3% choose strongly disagreed. More than half (50%) of the respondent had agreed with the statement they “use L1 when outline, assemble ideas, brainstorming and mind mapping during L2 writing process” followed by 33.3% had selected strongly agreed while 8.3% remain neutral and other 8.3% pick strongly disagreed. Majority (41.7%) had to pick strongly agreed that they “draft the first arrangement of the sentences by writing down in L1 and translate it in L2 as the writing product” and 33.3% indicate agreed to the statement, however, the remaining respondent had chosen 8.3% for strongly disagreed, 8.3% disagreed and 8.3% for neutral. The result also indicated that more than half (58.3%) of the respondent had strongly agreed that “L1 gives a guideline to understand writing rules in L2”, 33.3% agreed with the statement and 8.3% picked neutral. The respondents “feel motivated to write in L2 when translating the sentence from L1” with 66.7% agreed and 33.3% strongly agreed. More than half (75%) of the respondents have indicated that they strongly agreed with the statement “L1 helps to clarify tough words and assist in L2 grammar justification” followed by 25% had choose agreed.

Most of the respondents (58.3%) had strongly agreed that they “find difficult to write in L2 sentence structure due to L1 interference” and 41.7% had pick agree. Most of the respondents had strongly agreed the statement “retrieve information from memory in L1 to generate ideas to enhance writing in L2” with 66.7% followed by 25% agreed and 8.3% choose neutral. Majority of the respondent reacts positively that “L1 support clarification as it is mostly timesaving while writing in L2” with 58.3% strongly agreed and 41.7% agree. Most of the respondent (58.3%) had strongly agreed that “L1 allows to contribute own thoughts on the text and translate it in L2”, 33.3% agreed and another 8.3% select neutral. There are 66.7% of respondent agreed with the statement “L1 simplify the instructions in L2” followed by 33.3% agreed. Majority of the respondent (50%) thinks that “L1 helps to give translations of keywords that are complicated to describe in L2” with 33.3% agreed and 16.7% choose neutral. More than half of the respondent (66.7%) that agreed that “L1 helps to connect ideas while writing in L2” and 33.3% choose strongly agreed. Besides, the findings also showed that respondents had agreed with the statement “L1 aids to foster imaginative thought in the L2 writing process” with 50% and 41.7% strongly agreed while 8.3% choose neutral. Lastly, respondents had strongly agreed that “L1 guides to develop the significant relationship between ideas in the L2 writing process” with 50% and it is the same for agreed with 50%.

**TABLE III. The Teacher Strategies Encountering L1 In L2 During the Teaching and Learning Process and Product**

No	Teacher talk and action	Students response	Comments
1	The teacher explains the issues occurring in the world using L2 and pick one student to explain what they have understood.	The students stand up and state her opinion regarding the state of the world based on the video in L2 but there are few words in L1. Students stop for a while to think about the word and say it in L1.	Teacher listen until students have finished talking and rephrase the sentence using L2 so that the students will be able to describe and use the words in the writing process later.
2	Teacher gives further explanation and asks students action if they were in the situation based on the video.	Students try to give their opinion but halfway through they stop and ask their friends the word in L1 that need to be translated in L2.	Students have the knowledge and the previous study about the topic, however, there are students that could understand but they can give an opinion in L2 because of the lack in vocabulary.
3	The teacher asks students to complete the writing activity in the exercise book.	Students do their task and ask the teacher the meaning of the sentences and ask if they had the answer it correctly.	The teacher guides students through the whole process in the lesson by explaining and clarify the things that students did not understand.
4	The teacher sometimes uses L1 to ease the learning process and to encourage students to ask questions.	Students repeatedly ask teacher questions and they seem comfortable with the teacher.	The teacher creates a safe learning environment for students.

During the lesson, the teacher shows the students a few videos on issues occurring in the world to give them exposure, a space to learn more about the world issues and awareness on what is happening in the world today so that they can see the world from a different perspective. Within the educating and learning handle, there are two ways communication between the instructor and the students. The teacher explains

the issues and asks students what they have understood from the video and their perspective in L2. Students respond to teacher's question in L2, however, there are few words that are in L1. Students did not feel anxious or uncomfortable being in the classroom and seem at ease when the learning process happens. Teacher rephrases the sentences in L2 so that students can learn the vocabulary that they are lacking and get the full exposure of full English language in the classroom. Besides, the teacher also tries to foster the conversations as neutral as possible by not correcting the students directly as that could make the students feel timid to give their opinion and thought. It is not an easy thing to do but the most important thing is to provide guidance and a safe environment for the students. That is one of the ways to motivate students to take part in the activity and keep trying to improve themselves while receiving knowledge as well as information.

When students use L1 in the classroom, the teacher responds to students in English to promote the language and to motivate the students to use it as well as expose them to the words. The reason for this is because there are students who memorize the English words so that in the writing it could make a bombastic sentence. Despite that, the words used are not suitable in the context and the meaning differs from what they understand. According to the teacher, it is a bad habit for students to memorize the words instead understand what the meaning of the words. It is not necessary to use a difficult word in the writing task. Use a simple word that leads to a correct grammatical sentence and meaning could be delivered. Students' L2 competence is somewhat subordinate on the level of competence that they have as of now accomplished in L1. In other words, the more students create their L1, the easier it'll be to create their L2. Considering the benefits of L1 utilize, centers more on its profitable utilize and analyze the teachers' and students' discernments that why and when they discover L1 valuable within the classroom. Concerning the benefits and purposes of L1 utilize found that learners use L1 not as it were for lesson exercises like making sentences and learning lexicon, but they moreover utilize L1 for their private dialogues amid the lesson time. Teachers use L1 to clarify the meaning of troublesome words and complex language structure thoughts. Most of the teachers are in favor of L1 utilize, as they can help their understudies get it troublesome things and to supports class enacts.

L1 is to serve as a frame for students to learn writing in L2. There is a conversation between two students asking their friends about the word in English. The conversation occurs in their L1. They say the word in L1 and asks their friends what the translation of it in L2 during the writing process. From the scene, it shows that L1 helps and guides them in the writing process. There are times that students know what they want to write, and they already have an idea about it but lack of vocabulary/ words in L2 is preventing them from showing what they know. Furthermore, the teacher also discloses that whenever she is upset, she will speak in L2 but there will be students asking for translation in L1 because they don't understand. This can be worrying because students would not know the reason why she is upset. The teacher might have told what they have done wrong in the examinations, the task given and their behavior as well as

attitude in class. Furthermore, instructing L1 makes difference instructors keep the course moving at early levels because it guides to justification and clarification. This is when L1 aids in the teaching process and justify the situation.

The teacher tends to utilize increasingly English in their classroom but circumstances and needs where they discover no other choice but utilize L1 to help students. Whereas utilizing English most of the time they accept that L1 ought to not be banned in L2 classroom because of it some of the time help reducing uneasiness and building environment for students centered classroom keeping sociocultural viewpoints in mind. According to the teacher, their students some of the time to anticipate them to interpret which sometimes may be a good language learning action. In expansion, L1 utilize can be permitted to their students exceptionally occasionally for comprehension checks. Among the supporters of ‘only target language’ within the course, too recognizes that L1 utilize depends on the guidelines set. It implies that teachers should utilize English additionally empower students to communicate in English, be that as it may, when they feel that L1 utilize for particular reason can be advantageous, they should situationally utilize L1 or permit the students to utilize L1, particularly when a learner with low proficiency of English gets stuck, feels uneasiness and as a result, is incapable of precise anything. During the observation, the teacher did not use L1 to teach L2 but just as guidance and strategy. Thus, it will not hinder the acquisition of writing in L2.

## **V. DISCUSSIONS**

The findings indicated that there are impacts that affect students writing process and product in L2. There are circumstances and situation where the impacts are positive and contribute to students writing process and be seen in the product. As stated by Almoayidi (2018), the use of L1 benefits to eliminate students’ anxiety in L2 classrooms and promote the learning process. Being anxious in the learning process will produce a passive learner that can hinder to their achievement and put them under pressure by being emotionally stressed thus giving up on the language. Emotional factors play an important role that can affect learning abilities. As claim by Mahmud, Sultana and Adhikary (2016), teaching and learning is a difficult process and students might have to overcome several obstacles or challenges such as feeling anxious in learning L2. These feelings normally pass once the pressure has decreased. Able to participate in class is the act of students to understand and try to receive the knowledge. The utilize of students L1 is additionally famous to have cognitive, psychological and etymological capacities. By executing the L1 as an asset in one or all the above-mentioned regions, it serves as a platform instrument, planning understudies to perform at higher levels within the L2 than would be feasible without the help of the L1.

Furthermore, findings also state that L1 aids the writing process and act as a tool in L2 classroom because it gives the students the opportunity to take part in the class and there will be two-way communication between the students and teacher. Students try to use L2 during the process but if they are unable to come



up with the word that they want to say they will use the L1 word. That is a good effort that students have, and it could promote a livelier environment to study. School or classroom is the place where students can foster the creativity of thinking. Even if students have obstacles to express it in a language that they are not proficient, there should be a way to help them that is to use the language that they know which is L1. Creativity is a psychological state of mind where students can think creatively if they feel belonged in the situation, motivated, understand what is happening and joy of acquiring knowledge. It can be required if students feel save with the environment, supportive class system which teacher allows students to make mistakes and friend that are not judgmental when students try to use L2 even though it is going to be a mistake.

According to Kim and Yoon (2014), students expanded the length of L1 utilize for more troublesome assignments like interpretive composing within the L2 composing prepare. L1 utilize can work as a compensatory procedure for decreasing over-burden amid L2 composition. Higher-level students utilized L1 more deliberately for idea-generating, observing, and lexical looking. low-proficiency students utilized rebuilding as a compensatory methodology to bargain with lexical issues, though higher proficiency students utilized it for ideational and literary purposes. The higher-level learners exchanged language in arrange to center on their discourse plan, that's, to create a diagram or to organize the substance for building their worldwide composing objectives. Lower-level learners deciphered words or expressions from, to begin with, language to moment language to decipher their contemplations straightforwardly onto sentences and paragraphs.

Findings from the classroom observation found that when the teacher allows students to use L1 as a part of the strategy to make the students learn L2 result is student's full participation in class. They give their opinion in an easy manner and they become a reflective learner. The process of acquiring information becomes easier when they discuss the lesson with the teacher and other students. Besides, they are also not afraid to try and take a few steps outside the comfort zone by stating their opinion. According to Carson and Kashihara (2012), students want their teacher to know and use L1 in the L2 classroom to make the learning process easier and assessable. Students themselves doubt their proficiency in L2 and that will restrain them from improving themselves to learn to write in L2. At the same time, they might feel that they are a weak student and hesitant to take part in classroom exercises. This is due to factors such as embarrassment and fear affected their participation.

Although using L1 in the classroom during the teaching and learning process help students in L2 is considered as a good method to motivate them, however, a considerate amount of L1 should only be used. The main objective is to nurtured students to write in L2 so that they can gain the skills and encourage them to produce a quality product in writing. The teacher needs to remember that L1 is a strategy to guide students to write and stimulate their idea in L2 but not to hinder the process. Moderate of L1 use is just to

guide them and not to make them lost and give up during the writing process. Instructors who can show inventive ways of considering, energetically lock-in with substance, and express their thoughts, will bring forth imaginative students. a positive state of intellect will maintain you and spread to your students. Furthermore, writing also facilitates and promote students to think better and improve their point of view. When student learn how to write, they turn to someone who is capable of interpreting and analyzing the topic. Writing is a great approach to teach about the inform and educate students in many ways. Some students can write naturally while others need to learn to write. There is a topic that hard to understand particularly when it is about current news because not all students are aware of the current situation.

The teacher must respect learners L1 because it represents the identity and culture of the students. Culture and language cannot be separated. Furthermore, it is crucial that the objective of the lesson is achieved, and the message is transmitted during teacher and student's communication. L1 help to focus on the topic, highlight and emphasize main ideas during the explanation on the activities. Moreover, the linguistic burden that students feel towards L2 can be reduce using L1 in the classroom by teacher particularly when students faced challenges in comprehension and understanding the sentences of the instruction considering grammar is very tedious. Despite that, the teacher needs to decide when and how to use L1 and a strategy as well as support student's progress and achievement in L2. It is vital for instructors to get it students' needs and characters also assure that students have opportunities to learn in both in L1 and L2. As claimed by Shabir (2017), from the over talk we can conclude that those who are against the utilize of L1, they have a solid reason when they accentuation on to maximize the learner's presentation to the second language as once student depend on L1 for help, learning modern words or complicated concept of language structure, they never take chance and arrange for meaning in the second language. Be that as it may, despite a few negative impacts of L1, these observational ponders recommend that it is not possible to completely dodge the utilize of L1 in L2 classes, particularly when both educator and learners share the same L1.

Moreover, feelings are a fundamental component of human communication which is generally worked through language. Student's language capacity is combined with thinking ability, it creates as considering creates. L1 is the first language response framework in student's considering framework, it is shaped within the condition that no other language system was set up sometime recently. Anybody who starts learning new knowledge or abilities tend to create utilize of their original cognitive structure, incorporate the L1 knowledge and abstract considering capacity learned through the L1, which constitutes the initial cognitive structure of SLA. This is the source of data preparing. Therefore, when learners learning the L2, they will deliberately or unconsciously make utilize of their former data to think, investigation, comparison and comprehend, so they will use the encounter picked up within the prepare of learning their L1 to coordinate them to ace a modern language. According to Hao, and Chi (2013), students will certainly make utilize of the information or abilities of L1 to fulfil the learning needs or to reach the communication

objective sense of the presence of great conformity between the level of first language and second language. It is strategies of the learner and an approach in the method of second language acquisition. So, the impact of L1 in second language acquisition is not as it was “interfering”, but moreover “helpful” to a large extent. Since a parcel of work has been done around the study of the negative part of L1 to L2, this proposal will mainly focus on the positive part that L1 plays in L2.

Concurring to the over the findings in this study, it may well be derived that second language instructors ought to take advantage of positive transfer, likenesses between languages and L1 thinking, overcome contrasts between L1 and L2 and the negative transfer as much as conceivable in instructing practice. Even though English is different from BM, there are numerous sides that they have in common. It is fitting for instructors to direct understudy to find more likenesses between BM and English, which are the bases for positive exchange, and apply the BM rules into English procurement. Consequently, learners would feel it less demanding to get it and process those hits of English. It seems moreover he supportive for learners to decrease their uneasiness made by the language contrasts and increase learning driving constrain and excitement on English learning, which may contribute to moving forward the learning results. For students, the aptitudes of utilizing L1 knowledge have not as it were not one or the other negative impact nor interference, but to an imperative advancing impact. L1 is the student's linguistic knowledge that exists within the brain, which can help L2 learners to input language and lead them to the highest level of L2 utilize. Of course, L2 acquisition could be a complex psycho-process. What way and when to bring the effect into L1 is chosen by the characteristics of the L1 and L2. Additionally, up to the sort of L2 utilize and the arrange of L2 learning. Be that as it may, L1 cannot be ignored as an obstacle within the prepare of L2. If it is utilized appropriately, it will have the same impact as the L2.

## **VI. IMPLICATIONS AND CONCLUSION**

Although this study has demonstrated that the use of L1 impact in the process and product of learning writing in L2, this study is limited. Firstly, this study is limited to a study of the impact of using L1 in process and product in learning writing in L2 by learners at Islamic private school in Integrated Holistic School Subang Bestari (IHS) in Shah Alam, Selangor Malaysia. The findings of this ponder are exclusively based on the student in this school. Furthermore, since this is a private school, the number of students in the class is limited to only 12 students.

Second, it is also limited to influence in Bahasa Malaysia as L1 and English as L2. In this study, the researcher focuses on Bahasa Malaysia as the first language (L1) and specifically focus on students whose first language is Bahasa Malaysia. Since the researcher doesn't know other languages such as Chinese or Indians, students whose first language that is in Chinese or Tamil will be difficult to translate.

Third, the skills only focus on writing skills. This study solely is on writing skills because it is a skill that needs to pay attention too. Although speaking is a skill that usually is treated as a communication skill, however, there are different ways to communicate with other people. Writing will always be going to be a part of the student's everyday life. Nevertheless, receptive skills such as listening, and reading is also important in L2 as well as productive skills like speaking.

Writing skills is not a skill that students can obtain naturally because even in L1, students need to be taught and go through the process. According to Tavakoli, Ghadiri, and Zabihi (2014), there are many aspects such as grammar, spelling, context, discourse, lexical and cognitive knowledge that will impact the advancement of writing skills. Besides, they will also able to interpret and create meaning from the sentences that they had produced. Writing skill will always be a requirement in the journey of a student's life. Findings show that when students use L1 to outline, assemble ideas, brainstorming and mind mapping during L2 writing process works well for them. Students already have an idea on what to write and understand the instruction or the task given. Yigzaw (2012), except that L1, is on a very basic level useful to students' L2 composing in producing thoughts; that's at pre-writing organize. The complexity gets to be more severe if the subject given is culture orientated with L2 and is new to the learners, which, as a result, hampers their thought.

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