

THE USE OF L1 AND L2 BY TEACHER IN EFL CLASSROOM AT JUNIOR HIGH SCHOOL IN PADANG

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Abstract

This is a descriptive qualitative and quantitative research which this research is aimed to investigate the percentage of mother tongue and second language by teachers in the classroom and their functions at the level of junior high school, especially in grade VII. Grade VII is chosen because English is officially taught in Indonesia which means that English is very beginning level for junior high school student, especially in grade VII. This research is conducted in four junior high schools in Padang with teachers as the participants. These five teachers taught English in grade VII. Classroom observation and stimulated recall interview were used to look at the number of the language use by teachers, and the stimulated recall interview was used to clarify teachers' reasons of their language use. The result revealed that all the teachers use L1 and L2 in teaching English; they did code-switching in the form of translation. Another interesting finding is that all the teachers mentioned that they were not aware of their language use.

Key words: code-switching, L1, and L2.

A. INTRODUCTION

In the case of Indonesia, in the classroom, there may be three kinds of languages which most Indonesian use. As, Indonesia has many regions, its local language becomes the native language (L1). In addition, L2 for Indonesian is Bahasa Indonesia which is used as Indonesia's national language. The third language is a foreign language (English) which is taught in educational institutions as a foreign language. In the context of this study teacher and students share the same L1 and L2 in which it is natural that the teacher suddenly change their target language into L1 or L2 (Samar & Moradkhani: 2016)

In terms of the language that the teacher uses, Yanfei & Yuqin (2010) mention that the teacher should consider what language which will be more effective in creating a comfortable environment for the students so that it makes them active in classroom interaction. It is important to determine the teacher talk

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by reference to its quantity and its quality (Zainil: 2013). The quality and quantity of the language that the teacher uses as in teachers talk should be well considered, so that the interaction between the teachers and students are effectively occurred. Yanfei&Yuqin (2010) reveals that teacher talk occupied for providing direction, explaining activities and resemble students` understanding.

The reason that the teacher may code-switches from target language to L1 or L2 in teaching or explaining the materials in the class is the students are still in the beginning level of learning English. It happens since students start learning English formally when they are grade VII (first year of junior high school), (*Depdiknas*, 2013); No English subject at the primary schools level anymore. Teacher does code-switching from target language to L1 or L2, because students looked confused in understanding the teacher if the teacher uses English all the time. However, there is no guarantee that the use of target language fully in the class helps to better learning of target language (Pachler& Field, 2001) in Kelilo, (2012). By shifting the language to students` L1 or L2, the teachers can shape ‘a bridge from the known (native language) to the unknown (new foreign language content)’ (Jakobsson&Ryden, 2010; Sert, 2005). The meaning can be discussed and understood at an earlier step by the students. As the students and the teacher share the same L1 and L2, both the teacher and the students will be able to understand each other, more in teaching and learning process

In this study, the participants are grade VII students of junior high schools. This study is conducted in the level of junior high school in grade VII. The amounts of the language use and the case of code-switching by EFL teachers would be investigated.

B. RESEARCH METHOD

Descriptive research is used in this research. It is a qualitative research for building a careful descriptions in phenomenon of education (Singh, Fook, and Sidhu, 2009: 111). The researcher intended to analyze the word of mother tongue and second language that the English teachers used while teaching in the class. The frequency of mother tongue used while teaching by teachers would be revealed.

The participants of this research were five teachers who taught English in the level of junior high school which were taken randomly. Grade VII was chosen because, because in this grade was a very beginning level for students to learn English. No English subject in elementary school. Based on that case, this grade was their first time to learn English formally in schools.

There were two stages in collecting the data:

1. Classroom Video Recording

Classroom recording would be taken in four meetings for each class. This recording data which enclosed with teachers` language use would be

recorded to see how teacher used the languages while teaching in the classroom. There would be three cameras in the class which were placed in different points of view.

2. Stimulated Recall Interview

The researcher interviewed the teachers by showing the relevant parts of classroom video recording and the transcript data as the realization of stimulated recall interview. A set of questions were presented to the participants dealt with the transcript. The data collection of video stimulated recall interview technique required video-recording of the teachers during their normal teaching course. Then performing their videoed event of their behavior (Nguyen et.al, 2013).

There were two series of action in analyzing the data:

1. Conversational Analysis

Following Zainil (2017), recording data would be transcribed to investigate the language use by teacher, determining the functions of language use, and identifying the occurrence of code-switching in the courses as well. There would be utterance, chunk of language, and turn-taking which were done by both the teacher and students which would be transcribed and analyzed by using AS-Unit. Moser (2010) stated that AS-Unit as the way to count the amount of words. Then the researcher will highlight the language of L1, L2, and target language.

2. Stimulated Recall Interview

To make the data reliable, stimulated was used in analyzing the data. It was used to confirm teachers' perception dealt with the data from conversational analysis (Zainil: 2017). Stimulated recall interview could minimize untruthful arguments from the participants. By performing relevant parts of classroom video recording and transcribed data, the participants would be asked some questions related to the data. All teacher and students utterances is shown so that the teacher could clarify the reasons of their code-switching (Alsaid: 2015).

C. RESULT AND DISCUSSION

The words which performed by all teachers were 38.879 words. Based on the chart, L1 use was 2,7%, L2 use was 56,2%, and target language use was 41,1%. L1 or BahasaMinang is the lowest used by the teachers. The highest number of words which performed by all the teachers was L2 or Bahasa Indonesia.

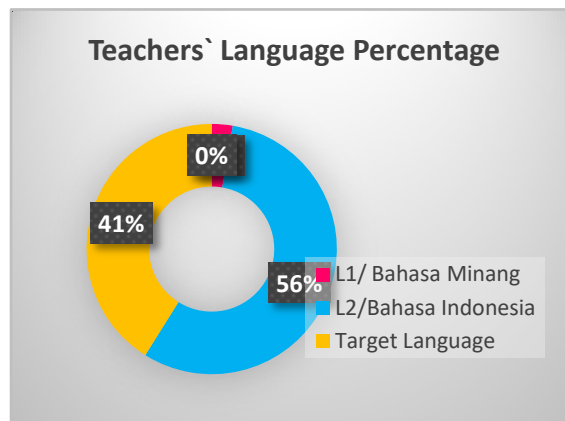


Chart 1: Teachers` language use percentage

In terms of dealing with the amounts of L1 and L2 use in EFL classroom, there are some earlier researchers, Atkinson (1987) and Cook (2001) in Zainil (2017: 55), describe the appropriate number of L1 use. Atkinson believes that 5% of L1 use may help the low class level productively. Cook believes that the appropriate range of L1 use is about 5% up to 30%. Meanwhile, more than half of teachers` total amounts of language was in Bahasa Indonesia (L2) and little in BahasaMinang (L1). The target language is not delivered properly to their students.

Language	Words (%) = $\frac{Part}{Whole} \times 100\%$					TOTAL	
	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E		
BahasaMinang	19 (0,25%)	80 (1%)	111 (2%)	398 (4,90%)	547 (6%)	1055 (2,7%)	38879
Bahasa Indonesia	3.182 (43%)	4401 (45%)	3718 (62%)	4240 (69,92%)	6318 (67%)	21859 (56,2%)	
Target Language	4.297 (57,20%)	5366 (54%)	2161 (36%)	1654 (27,16%)	2487 (27%)	15965 (41,1%)	
TOTAL	7.498	9847	5990	6192	9352	38879	

Table 6: Teachers` Language Percentage

The highest percentage of L2 use was from Teacher D. She spent 69,92 % in L2 and 4,90 % in L1. However, the highest amounts of L1 and L2 use were revealed by Teacher D with 547 words of BahasaMinang (L1) and 6.318 words of Bahasa Indonesia (L2). The lowest percentage of L1

and L2 use was revealed by Teacher A with only 0,25% of BahasaMinang (L1) and 43% of Bahasa Indonesia (L2).

In the interview, Teacher A argued that she used 50% of target language, 40% of Bahasa Indonesia, and 10% of BahasaMinang. Teacher A's pretension was compatible with the percentage from her language percentage, 57,20% for target language, 43% of Bahasa Indonesia, and 0,25% of BahasaMinang. Teacher B argued that she used 50% of target language which the percentage reached 54%. Teacher C assumed that she used about 25% of L1 and L2. On the other hand, Teacher C's L1 and L2 percentage were 2% and 62%. However, Teacher D cannot decide her language percentage. She assumed that the language that she used is based on the situation in the class. Otherwise, Teacher D's transcript revealed that she 4,90% of L1, and 69,92% of L2. The last is Teacher E. In the interview, he argued that he used 40-50% of L2, and 10% of L1. On the other hand, the transcript revealed that he used 67% of L2 and 6% of L1.

From the table above it can be concluded that all the teachers code-switching while they are teaching. Code-switching cannot be avoided by them. According to Moghadam, et.al (2012:2219), code-switching (CS) is changing-inserting one language to another in a certain communication as the conversation. All the teachers argued that they do code-switching from target language to Bahasa Indonesia (L2) or BahasaMinang (L1) is because of their students have low proficiency of English as English is learnt formally in grade VII of junior high school. They argued that their students did not have any experience yet in English since their previous level of formal study did not supply them with English. For example, teacher code-switched from target language to L1 or L2 is to respond their students' question.

Some teachers did code-switching the language in order to trigger their students for speaking. They argued that by mixing the language that student had and what student have known, the students might speak in target language mixed their own native language. In this case, the use of L1 or code-switching may decrease students' anxiety of English (Balabakgil: 2012). Moreover, L1 might invest a more comfortable learning environment in the process of enhancing the target language acquisition (Kelilo: 2012).

Furthermore, some argued that they were not aware of their language use for sudden. However, Atkinson (1987) in Balabakgil (2012) suggests that the teachers should be aware in using L1 in the class. No matter how the students level are, by depending on L1 could easily cause a habit and diminish the time of TL is spoken in the classroom. According to Brown (2006) in Jakobsson&Ryden (2010), mostly speakers implement code-switching to reduce their lack of fluency and proficiency in the target language by using mother tongue to keep following towards the communication.

In this case, all the five teachers do code-switching in the form of translating the target language. Based on the result of analyzing the

observation note and the transcripts, teachers used the target language mostly not functioned as communication tool but only in reading the text book. Translating the target language to L1 or L2 was assumed by all the teachers to make the meaning clear to them by bringing the meaning into their L1 and L2. It is supported by Grant (1993) in Balabakgil (2012) that students may think about the meaning by letting them think comparatively through their mother tongue to target language. Meanwhile, doing much translation in teaching target language brings disadvantage too. According to Kavaliauskiene (2009) in Balabakgil (2012), translation may cause the students think that translated words in English have an L1 equivalence

The data is presented as Teacher A, Teacher B, Teacher C, Teacher D, and Teacher E.

Teacher A		
Speaker	Line	Utterance
T	550	With your couple
	551	<i>Dengansepasang-sepasang</i> (with your couple)
	552	<i>Iya</i> (yes)
	553	<i>Silahkanbaca</i> (Read, please!)

Table 1: Teacher A's Transcript

The transcript showed that Teacher A gave instruction to her students in target language. Then, she did code-switching to Bahasa Indonesia in the form of translating. She used L2 to stress the instruction.

Teacher B		
Speaker	Line	Utterance
T	96	Ok, Reysa
	97	<i>Reysaketemu mam di transmart jam eight p.m</i> (You (Reysa) meet me in <i>Transmart</i> at eight p.m)

	98	<i>Jam delapanmalam</i> (at eight p.m)
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Table 2: Teacher B`s Transcript

The transcript showed that Teacher B made personal interaction with one of her students by calling her student`s name. Teacher B delivered the utterance in L2 mixed with the target language by stressing the time in the target language. Teacher B gave an intermezzo as personal intention and personal conversation with her student.

Teacher C		
Speaker	Line	Utterance
T	254	<i>Apaartinyathanks</i> for helping me? (What is the meaning of thanks for helping me?)
	255	<i>Terimakasihtelahmembantu</i> (Thanks for helping me)
	256	I want to thank you for all your help
	257	<i>Sayainginmengucapkaterimakasihataspertolongankamu</i> (I want to say thank you for helping me)

Table 3: Teacher C`s Transcript

The transcript above showed that Teacher C did code-switching in the form of translating the utterances for several times. She argued to clarify the meaning and to make her students more understand what Teacher C`s said..

Teacher D		
Speaker	Line	Utterance

T	244	Open your note book
S	245	<i>LKS bun?</i> (It is LKS book, is not it?)
T	246	<i>Ya, LKS tetap</i> (Yes, LKS book)
	247	<i>Tambahcatatannya</i> (plus your note book)
	248	Plus note book

Table 4: Teacher D`s Transcript

The transcript showed that Teacher D gave feedback to her student who asked to confirm the book that Teacher D said. After that, Teacher D repeated again her instruction because she saw her students did not understand her. She asked them to open their note book in the purpose of her students would hear and understand what she instructed them.

Teacher E		
Speaker	Line	Utterance
T	109	Where do you live?
	110	<i>Janganbertanyalagi</i> Do not asking anymore
	111	I live
	112	<i>Di manatinggalnya, Zidan?</i> Where do you live, Zidan?

Table 5: Teacher E`s Transcript

Teacher E did code-switching in the form of translating this previous utterance in target language. He assumed that, instead of just letting his students were in confusion, it was better for him to say the utterance in L2 for saving time, so he did not want to wait for his students to respond.

D. CONCLUSION AND SUGGESTIONS

1. Conclusion

The number of languages in words used by the teachers 2,7 % Bahasa Minang (L1), 56,2% Bahasa Indonesia (L2), and 41,1% English as target language. Based on language percentage performed by EFL teachers in the classroom, L1 and L2 were overused. According to Atkinson (1987) and Cook (2001) in Zainil (2017) states that the sufficient amounts of L1 use is about 5% to 30% in the lower class level productively. No matter how the students level are, by depending on L1 could easily cause a habit and diminish the time of target language spoken in the classroom (Atkinson: 1987) in Balabakgil (2012). However, there is no guarantee that the use of target language fully in the class helps to better learning of target language (Pachler & Field: 2001 in Kelilo: 2012). The use of L1 cannot be banned regarding teaching and learning English in the process. The appropriate amounts of L1 use in EFL classroom should be considered appropriately by teacher.

The result also revealed that some teachers were not aware of their language use while teaching in the class. All the teachers did code-switching in the form of translating their target language utterances. They argued that they were teaching students which had low knowledge in English. That is the reason why they keep doing translation in the class, to make the meaning clear to the students. By code-switching students language it can maintain students' cultural background knowledge (Prodromou: 2002 in Kelilo: 2012) as students' mother tongue is in Bahasa Minang. The teachers also argued that Bahasa Minang (L1) was also used since it was students' daily communication language. Moreover, teacher mentioned that by code-switching from target language to Bahasa Indonesia (L2) or Bahasa Minang (L1) may exploring students' previous language experience (Balabakgil: 2012).

2. Suggestion

Based on the discussion above, researcher suggests that the teacher should be aware of the language use while teaching in the EFL classroom especially at grade VII of junior high school who have started to learn English since English subject at level of elementary school had taken away from the curriculum. Second, this research is limited to L1 and L2 used by teacher in the classroom.

Consequently, it is better for future research to look forward the impact of language use by teacher to the students language output.

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