

## **THE USE OF ENGLISH IN EFL CLASSROOM AT JUNIOR HIGH SCHOOLS IN PADANG**

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### **Abstract**

This research was a descriptive quantitative research which aimed to describe the amount of teacher's language input in the junior high school EFL classrooms in Padang. The research was undertaken at four junior high schools in Padang. Five English teachers who taught grade 7<sup>th</sup> were participants of this research. The data were collected through classroom video recordings and stimulated recall interview with teachers. Video recording of classroom interaction were conducted to look at the amount of teachers language input. Researcher, then, analyzed the transcripts by using conversational analysis to look at the amount of the teacher's language. Simple counting of the target language used by the teachers revealed that on average five teachers during interaction with the students used English as target language for 41,10 %. In addition, teachers used Bahasa Indonesia for 56,24 % and Bahasa Minang for 2,71 %. The results revealed that teachers used less English than Bahasa Indonesia and Minang, which means that teachers did not yet, provide their students with sufficient language input

**Key words:** *target language, classroom interaction, conversational analysis, EFL*

### **INTRODUCTION**

Language becomes as a tool for daily interaction which people may have more than one language namely, first language (L1), second language (L2), and target language. First language is language people firstly learn while second language is language used in formal and informal situation (Zainil, 2017). Target language, especially English, is learnt at school. In many schools in Indonesia, English becomes the target language that should be included in curriculum. Target

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language should be taught to achieve the goal that target language is expected to be useful for students' communication inside and outside classroom. For Indonesian learners, learning English becomes first experience which has many differences with their mother tongue that is why teachers play a big role in giving input to students optimally. Teachers also decide how much input appropriately gives for learners in teaching process ( Krashen, 1982 ).

In many schools in Indonesia, English as foreign language becomes the target language that should be included in curriculum. So, the importance of using target language is essential for them which are strongly supported in Indonesian curriculum (*Depdiknas 2013*) which states that target language should be achieved by learners. For most Indonesian learners, learning English is the first experience for them to formally recognize English in daily life. In this phase, they probably cannot easily learn English because it has many differences from their mother tongue. They get the new things such as language aspects which include vocabulary, pronunciation, grammar, spelling, etc. These data actually become an input for them, called language input. It is related to what theory of input and output discuss about how teachers use the language optimally in the classroom and how learners optimally use output in classroom.

According to Krashen (1985) in Xiao-Yan (2006), language input plays a big role in learning. Learning cannot be preceded without input. He said that the language used by the teacher affect toward on how language learners produce the language, therefore teacher should consider how much they use the L1 (mother tongue), the second language (L2) and the target language (TL). Krashen (1985) in Zainil (2017) also states that comprehensible input helps learners to acquire the target language by making appropriate modification.

The theory of input explained by Krashen (1982) that input should contain "i+1" structure. The structure of "i+1" means "i" refers to the students' linguistics competence that they have before entering the classroom and "1" refers to the thing which students newly learned. The comprehensible input by teacher in the classroom provides learners with the exposure to the target language. When learners are able to use the target language in the classroom, it is hoped that they have output. Krashen (1982) states that output refers to the things that probably get from acquired competence. In addition, pedagogical theory shows that teachers' language use can determine whether a class will succeed or not. That is why teacher should use the target language as much as possible in the classroom. When teacher uses more target language than mother tongue (L1) and Indonesian Language (L2), learners are exposed more to the target language.

Problem sometimes comes from teacher who often uses L1 and L2 rather than TL when she/he teaches in the classroom which may indicate that students do not hear much English inside the classroom; moreover, teacher is the non-native speaker of the target language (Zainil, 2017). Teacher does not aware how quality and quantity of using the target language should be used in the classroom in order to maximise the target language as a communication tool inside the classroom. If

teacher uses L1 or L2 less than the target language, it may cause students not exposed to enough target language as discussed above.

However, in EFL classroom, using target language all the time in teaching is not easy for teachers. Because of English as their foreign language, teachers have difficulties in delivering materials all in English so that during teaching process, teachers probably change into mother tongue or second language. It cannot be ignored that mother tongue helps learners to acquire the target language (Turnbull & Arnett, 2002)

Some previous researches were conducted by Polio and Duff (1994), Zainil (2013), Madrinan (2014), Zulfah et.al (2015), and Zainil (2017). These previous researches have studied about the target language use in the classroom exactly in different level of education. They discuss about how exactly target language will be optimally used in the classroom. The discussion part of those researches has different result which participants have different frequency in using the target language.

### **Language Input in EFL Classrooms**

Grim (2010) states that input becomes the most consideration of the most valuable component in learning a foreign language. Input has an important roles in language learning (Xiao-Yan, 2006). Teachers who teach a foreign language to learners should have a good competence in the target language so that teachers can use it as well and as much as possible in the classroom.

Language used by teacher will affect students' language output because if teachers use the target language students might also use it. As mentioned in previously, Krashen (1982) explains that input should contain *i+1* to be beneficial for learners' language competence. The structure of *i+1* means "i" refers to the linguistics competence which students have before enter the class and "1" refers to the thing which students newly learned. Before entering the classroom, students actually have a little of linguistics competence. It is better that teacher give input for them so that they understand the language itself. If learners are able to acquire the target language means *i+1* is provided in the classroom.

According to Krashen (1982) who states that the input hypothesis on language acquisition as follow; (1) it has relation between input hypothesis and acquisition, not learning, (2) the language acquisition done by understanding the language that contain *i+1* structure, (3) communication is success if the input is easily understood and *i+1* automatically provided, it means they get successful communication, (4) production ability emerges through teaching it indirectly. Those hypothesis of input give a view on how should input should be given in the classroom. In his theory, Krashen (1982) also explains that teacher-talk becomes foreign talk in the classroom. Foreign talk is not always be in the "here and now", but it is helpful for native speakers and teachers to find ways to create

comprehensible input. So, it is really beneficial for them learning a foreign language.

### **Language Output in EFL Classrooms**

The output hypothesis was proposed by Swain in 1985. She discusses learners' language acquisition of foreign language. Swain (1985) in Pari (2014) supports the idea that it is not enough to give comprehensible input only to promote language learning, but comprehensible output is also needed. The input and output in language learning support each other. If students get a good input means that they might also acquire the language and let them produce it as output.

However, often students cannot demonstrate it as a native-speaker like. It is not caused by lack of comprehensible input but they have lack of comprehensible output (Swain, 1985). She also argues that this problem caused in two ways; students do not have opportunity to demonstrate the target language and they do not being encouraged in their language output. Like on what Swain (1985) has discussed before, teacher really needs to use the target language as language input and students may have the language output.

Krashen (1982) in his theory also discusses the role of output in language learning. He explains that to acquire the target language teacher should give more emphasis on input compare to practicing. The more teachers have good input, the more learners get exposure to the target language. If the input is understood, people may directly produce the new language without much practicing to talk before. However, the fact shows that theoretically is not possible to acquire language without talking. Theory of output relates it with learning. Language output and learning cannot be separated each other. We may get input through learning process. Krashen (1982) explains that output plays a direct role on language learning. Johnson (2008) also support by stating that output plays a role in language acquisition. Enough Input given by teachers might help students to use the target language as output in learning a language.

Based on the explanation above, the question research shows as follow:

To what extent teachers use the target language in the EFL classroom at Junior High Schools in Padang ?

This research will describe the percentage of the target language use in the EFL classroom at Junior High Schools in Padang.



## B. RESEARCH METHOD

The participants of this research were five teachers who came from four schools junior high schools in Kota Padang, West Sumatera. The data were collected through video recording and stimulated recall interview. The data were collected in 4 weeks period on first semester of academic year 2018/2019. In this phase, researcher took some videos from each participant for the whole of teaching process about 80 minutes of each meeting in the classroom. The video recordings were taken for four meeting of each teacher.

After the researcher got the video-recording, the videos were transcribed and analysed using conversation analysis. Every single word that came out from teacher was noted and counted as data. The English and Indonesian words were colored in different colors. In this conversational analysis, the researcher analyzed the transcripts using AS-Unit. AS-Unit is the way of how to decide the utterances whether it was main clause or subordinate clause and sub-causal units (Moser, 2010). In counting words and utterances, researcher also analyzed by using AS-Unit stands for analysis of speech unit which meant as a single speaker's utterances consisted independent and dependent clause (Foster, Tonkyn, & Wigglesworth, 2000). To determine the amount of each language used by teacher, the researcher used the following formula to get the percentage as follow:

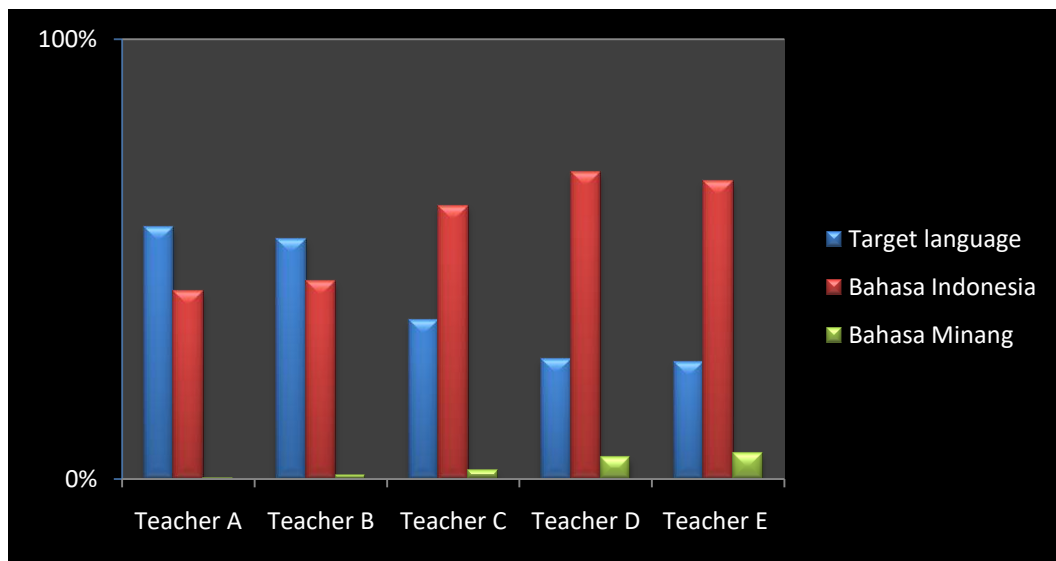
$$\text{Percentage (\%)} = \frac{\text{the amount of each language}}{\text{the whole amount of all languages}} \times 100\%$$

## C. RESULT AND DISCUSSION

After the data were analyzed, it discussed in this session. The data presented was going to discuss about the input that teachers used in the classroom. The percentage showed how teachers' target language used in the classroom.

### 1. Result

In teaching English teacher may not use only English as a target language during interaction in the classrooms. Because of English as a foreign language for Indonesian students, teacher may use more than language sometimes even she/he uses the local language. Similar to this, the teacher participants who teach grade 7<sup>th</sup> used three languages: Bahasa Indonesia, Bahasa Minang and English as target language. In this case, the researcher counted the words from classroom observation recording transcripts of classroom observation which presented those languages and put them in percentages for each language. The diagram below presents the number of words for each language of each teacher.



From the diagram, it can be described that teacher A used the target language for 57,20% while she used Bahasa Indonesia for 42,54 % and Bahasa Minang for 0,25 %. Next, teacher B used target language for 54,49 %. She used Bahasa Indonesia for 44,96 % and she used Bahasa Minang for 0,81 %. Moreover, teacher C used target language for 36,07 % in the classroom; meanwhile, she used Bahasa Indonesia for 62,07 % and she used Bahasa Minang for 1,85 %. The next participant is teacher D who used target language for 27,16 % then she used Bahasa Indonesia for 69,62 %. In addition, she used Bahasa Minang for 4,90 %. The last participant is teacher E, who used target language less than previous teachers, he used target language for 26,60 % and Bahasa Indonesia is used up to 67,55 %. Bahasa minang is used for 5,85 % in the classroom. The data description above shows the percentage of each teacher language used in EFL classroom.

The following table shows the average of teachers' language use.

Teacher A, B, C, D, and E	The target language	Bahasa Indonesia	BahasaMinang
Total	15965	21859	1055
Percentage	<b>41,10 %</b>	<b>56,24 %</b>	<b>2,71 %</b>

The table above shows the percentage of language used by the teachers. On average, teachers used 41,1 % of the target language means that they produced less than 50 %. Meanwhile, teachers produced 56,24 % of Bahasa Indonesia and used 2,71 % Bahasa Minang. It can be concluded that all teachers used much Bahasa Indonesia because the percentage of it almost reaches more than 50 %.

## 2. Discussion

As the table presented above, it shows that the average of the target language used by five teachers as participants indicated that they used more Bahasa Indonesia than English as target language. Actually, it does not match with the curriculum requirements that the students are demanded to be exposed to English as the target language as much as possible (Depdiknas 2004) for comprehending the target language or English. On average of target language used 41,10 % of target language, while bigger amount of Bahasa Indonesia was used in the EFL classroom which reaches the number of 56,42 %. In other word, this findings is contradict to the extent proposes by Diknas (2004). That to achieve English competence learners should be exposed as the target language as much as possible. However, Diknas (2004) does not give clear guideline to how much is teachers need to expose the students to target language. As a result teachers interpreted it in diverse ways. In addition, this finding is also not in line with Krashen (1985) suggestion that in which students should be given enough comprehensible input.

What is interesting in my research is, teacher A and teacher B used more target language than Bahasa Indonesia in their classroom is that they used the target language more than Bahasa Indonesia. The fact that teacher A and teacher B used much target language than teacher C, D, and E proved by the counting of the words from the transcripts of four recording which resulted that teacher A produced 57,20 % of target language and she used 42,54 % of Bahasa Indonesia. Teacher A also produced 0,25 % of local language or called Bahasa Minang. In addition, teacher B produced 54,49 % of target language, 44,96 % of Bahasa Indonesia and 0,81 % of Bahasa Minang. In the stimulated recall interview they mentioned they believed using more target language in EFL classroom helps their students in comprehending the meaning of the language they spoke to them. In this way they have provided enough input in their teaching.

Teacher A, in the classroom, used much target language. It means that she provided for her students. She used target language much that Bahasa Indonesia. It is also similar to teacher B who used target language for 54,49 %. She used much target language that Bahasa Indonesia. Three others teachers who produced less target language than teacher A and B were teacher C, D, and E who produced less than 50 % of the target language. The input they gave not enough for students which may affect students in learning a new language. It is supported by Cook (2001) in Xie (2017) who argued that teachers should avoid the overuse of mother tongue in order to maximize students exposure to target language.

Calman & Daniel (1998) and Turnbull (2001) in Zainil (2017) suggest the proportional use of L1 in EFL classroom which is 5 % during in teaching. Atkinson (1987) and Cook (2001) in Zainil (2017) say that the proportional amounts of L1 use is in range of 5% to 30%. Referring to Atkinson and Cook means that teachers should use at least 70% of the target language. It means that teachers should produce much the target language. In this research, the teachers on average used the target language only 41.10%, therefore this number should be taken into consideration. Swain (1985) in Xiao-Yan (2006) proposes output

hypothesis and discusses that comprehensible input only is not enough in acquiring the target language. When learners get an input, they may use it as possible as communication tool outside the classroom. However, this research has not gone to this stage yet.

Based on result and discussion above, it can be concluded that students in this research did not get the enough input while learning a target language which was English. They should be exposed to target language because it is better for them so they may use the target language communicatively inside and outside the classroom. This research is in line with Polio & Duff (1994), Cook (2001), Turnbull & Arnett (2002), and Zainil (2013), and Zainil (2017). They state that not to use much L1 in the classroom in order to maximise the use of the target language.

#### D. CONCLUSION AND SUGGESTION

The previous chapter has revealed the data about percentage of each teacher language use in the classroom and the average of target language used by teachers. After analysing the transcript of video recording, it was found that the average of target language use in EFL classroom is about 41,10 % which is lower than Bahasa Indonesia which is about 56,24 %. It can be concluded that teachers still used less target language than Bahasa Indonesia and Bahasa Minang.

Krashen (1985) and Polio & Duff (1994) which state that students should be given enough and comprehensible input and target language should be more exposed in the classroom. It is also considered that students of grade 7<sup>th</sup> are beginner in learning English. When students are not exposed by English, they do not get an output from students affecting they cannot use English inside and outside classroom. It againts with the goal of curriculum 2013 which stated English is a subject that students should achieved in learning language.

It is suggested, for teachers, to provide much target language than Bahasa Indonesia and Bahasa Minang. In other words, teachers should pay attention to the input they give. Teachers should provide enough comprehensible input. They should not use English to read the text book but also use English communicatively in the classroom so that students may produce an output in learning a new language. Some suggestions are as follows to:

1. For teachers who became participants of this research, it is expected to use much target language than other languages. Bahasa Indonesia and Bahasa Minang may be use because they are beginner level of learning English so they need to know the meaning of the English words. Another thing that teacher should remember that they use English communicatively and do not just read the text book.
2. The research is limited only on analyzing teachers' target language use of EFL classroom in junior high schools in Padang. Therefore, it needs other



researcher to find out how far students' output in learning English related to the extent of the target language they provided.

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