



Teachers' Multilanguage Use in EFL Classroom of Senior High Schools in Padang

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ABSTRACT

As non-native English speaking teachers, there is a problematic issue which has been debateable until the present time. It is the multi languages which are used by teachers when they are teaching foreign language in the classroom. It is suggested that teachers should employ English as language input for students. It has found many cases that teachers use Indonesian language and Minangkabau language in the classroom which is definitely opposite with Krashen's theory. This following study aims to define the amount of teacher's language input in the EFL classrooms of Senior High Schools in West Sumatera. Fourteen English teachers are involved as participants which come from high-accredited schools. Classroom video recordings and stimulated recall interviews with instructors will be used to collect data. A video recording of classroom interaction will be made to examine the level of linguistic input from teachers. The researcher then examines the transcripts using conversational analysis to determine the amount of vocabulary spoken by the teacher. This paper, then, will present the concept of the information of presumed result because of preliminary research. Some previous-related studies will be related to support this current research.

Keywords: *Multilanguage use, conversational analysis, EFL classroom*

1. INTRODUCTION

In educational practices, there has been a debatable issue in which teachers use one language or multi languages in their practice. These languages are target language (TL), mother tongue (L1), and second language (L2). L1 and L2 are claimed as the interference for students in learning a new language [1]. In Indonesia, English is a target language which is taught as a subject in Junior and Senior High School. Therefore, teachers may use several languages in classroom [2]. To support maximally support the use of English as a target language, teachers play an essential role in encouraging the students to use English in the classroom [3]. It purposes to achieve much language output from the teachers' language input. It is suggested that teachers should minimally use L1 and L2 as it is discussed in Krashen's theory concerning about comprehensible language input [4]. In fact, teachers cannot use TL only in the classroom because the students are surprised with the new language. It is supported by [5] who claimed that there is an

impossibility for teachers to use the whole-English in the classroom.

The issue of using multi languages in EFL classroom definitely has been debated by expert [6] [7] [8], [9]. Those experts discussed that there has been pro and con about this issue. Several studies found that the interference of L1 and L2 give the benefits for foreign language teaching [10], [11], [12], [13]. They said that L1 and L2 assist teachers to deliver materials to students. On the other hand, several studies are not in line with previous studies. They found that there is a disagreement of L1 and L2 [14], [15], [16]. The findings showed that tendency of using target language in foreign language learning are presented in the studies. They stated that the using of foreign language should be employed as much as possible in the classroom.

English as a target language which is taught in the classroom becomes language input for students. It means students must get the outcomes after studying English as language output. Language input is essential for language teaching because it plays an important role for successful learning. Language input theory was developed by Stephen Krashen and he concerned about comprehensible language input about forty years ago. In

fact, the reality shows that language input does not emphasize the quantity of teachers' talk but on their way of talking, the way of language use, and how their talk support students' language development [17].

However, it is impossible for teachers to use the target language all of the time in the EFL classroom. Because English is their foreign language, instructors have trouble giving material totally in English; consequently, teachers are prone to move to their mother tongue or second language during the instructional process. The importance of mother tongue in helping learners acquire the target language cannot be emphasized [18].

Some previous researches were conducted by [19], [20], [21], [22], [23]. These past studies focused on the usage of the target language in the classroom at various levels of schooling. They talk about how the target language should be utilized in the classroom. The discussion section of those studies had various results, with participants speaking the target language at varying frequencies.

Based on the explanation above, this study will conduct the extent of multi languages use in EFL Classroom in Senior High Schools in Padang.

1.1. Mother Tongue and Second Language Use in EFL Classroom

In fact, mother tongue strongly supports learners in learning a new language. The terminology of 'mother tongue actually harks back to the concept of linguistics skill of children that sharpened by mother [24]. Mother tongue is the language that we firstly learn from birth and the first language acquisition is biologically linked to the age so that mother tongue becomes an identity and learning medium at school and in society. Mother tongue positively supports learners when they are learning a new language [25]-[26]. When language learners face difficulties in learning a new language, teachers will fix it up with the mother tongue because it will ease teachers delivering the ideas and students directly understand the meaning of particular utterances. As Indonesian, teachers automatically use their Indonesian to support them in teaching foreign language. Furthermore, it can be justified that teachers use Indonesian during teaching foreign language.

Encouraged with the new era using the mother tongue will be beneficial for students and its existence cannot be ignored any more [27]. A study conducted by [28] shows that students prefer to use their first language (Spanish) to learn English because the reason is that they feel it takes time when they explain in English. This finding proves that the existence of mother tongue or first language is still used in the classroom.

1.2. The use of Target Language in EFL Classroom

The consensus of maximizing the use of target language in the FL classroom is still debatable among scholars and teachers. Because English is a foreign language, particularly in Indonesia, teachers must expose students to it as a target language that is regularly used in the classroom. Although there is no denying that mother tongue interference exists in language acquisition, teachers should reduce it in order to encourage pupils to use English. Akitson [9] concurs and warns that "if English is not the main language used in the classroom, the learners are not going to learn very much English" (p. 12). It is the effect that Atkinson depicts if English is not used as the primary language in the classroom. Students may listen to the teacher and then forget it once they have completed the session. Inbar-Lourie [29] claims that learners who receive sufficient input of target language from teachers can bring the language obtain effective form and confident language use, as well as intercultural competence.

1.3. Language Input and Language Output in the classroom

The language used by teachers will impact students' language output because if professors use the target language, students may as well. As previously established, for input to be useful to learners' language skill, it must have $i+1$ [4]. The structure of $i+1$ implies that "i" refers to students' prior language ability, while "1" correlates to what they have just acquired. Before enrolling in the course, students should have a basic grasp of linguistics. It is best if the teacher gives them feedback so that they can understand the language itself. The ability of pupils to learn the target language indicates that $i+1$ is accessible in the classroom.

Swain presented the output theory in 1985. She discusses foreign language learners' language learning. To improve language acquisition, intelligible input is not enough; comprehensible output is also required [30]. Language learning input and output complement each other. If pupils get good input, it is possible that they will learn the language and be able to generate it as output.

However, many pupils are unable to exhibit it in the manner of a native speaker. It is not due to a lack of understandable input, but rather to a lack of understandable output [31]. She further claims that this problem is created by two factors: pupils are not given opportunities to display the target language, and they are not encouraged to produce it. As Swain previously said, the instructor must employ the target language as language input and students may have language output.

2. METHOD

The design of this study will be in descriptive quantitative research. The participants of this study will be English teachers who teach grade eleven of Senior High Schools in Padang. The study will be undertaken at three Senior High Schools located in West Sumatera with the estimation of amount of English teachers provided in the table 1 below. The procedures of data collection will employ video recording. These video recordings will be collected in 4 weeks period. In this phase, it will collect 4 videos of each participant in which video will record 90 minutes of teaching activity in the classroom. It refers to each participant has 4 videos as the data. The video was transcribed and analyzed using conversation analysis once it was obtained. Every word from the teacher will be recorded and tallied as statistics. These languages will be colored differently: English, Bahasa Indonesia, and Minangkabau. In this conversational analysis, the researcher will utilize AS-Unit to analyse the transcripts. The AS-Unit approach determines if utterances are main clauses, subordinate clauses, or sub-causal units [32]. The researcher used AS- Unit stands for analysis of speech unit to analyse the words and utterances, which revealed that a single speaker's utterances consisted of independent and dependent clauses [33]. The researcher will use the percentage calculation to determine how much of each language the teacher uses. The following is a list of those who took part.

Table 1. List of Research Participants

| School Names | Total |
|----------------|--------------------|
| SMAN 1 Padang | 5 teachers |
| SMAN 10 Padang | 4 teachers |
| SMAN 12 Padang | 5 teachers |
| TOTAL | 14 teachers |

3. RELEVANT STUDY

The result of the following research, in addition, will be in a concept to introduce language use in the classroom. The aim of this conceptual research is to introduce this topic dealing with language use in case of the extent of multi languages use in the classroom. The use of multi languages in the classroom will be predicted. The result of this research will be presumed in this article. The percentage of each language will be presented in different number. The participants of this research definitely have their own way in employing English as language input.

Language use, for instance, a teacher may use Bahasa Indonesia and Bahasa Minangkabau much than English. This expectation is opposite with several previous studies. In the article, Macaro [34] claimed that the use of L1 in the classroom is allowed in range 4-12%. Further, another study told that the proportional of

L1 use is 0-18% [35]. Those studies is also supported by Levine found that the use of L1 is 0-60% [36]. Polio and Duff had the same opinion that the use of target language should be in 90% [19]. Similarly, the use of English in Task-based Language Teaching in Asian countries can increase students' fluency [37]. Those studies have tendency in avoiding the use of L1 in EFL classroom. because much target language will assist students in acquiring the target language quickly.

4. CONCLUSION

The assumption of the conceptual-based research goes to the variety of percentage of each language used in the classroom. Each participant will be assumed having the difference amount of percentage language use in the classroom. English teachers, especially in Indonesia, are suggested to use English in the classroom. The percentage of language use may be different because there is a variety of preference in language input. Video-recording is employed to obtain the data in form of transcript which becomes a guidance to get the percentage. The concept of the research can be predicted as various percentages. For instance, one teacher may use English much than Bahasa Indonesia or vice versa. This findings, additionally, is in line with previous studies discussed in previous part. Finally, this research has not been conducted yet because the paper introduces the current issues dealing with language use in EFL classroom.

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