



TEACHER'S TARGET LANGUAGE USE IN CLASSROOM
DISCOURSE: TEACHER'S POINT OF VIEW

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Abstract

Language class is closely related to the assumption that students will learn and later will communicate with the target language. Students are expected to be able to interact, at least, with the language they are learning. In this case, the teacher hopes to teach the target language and be able to use the target language in the teaching and learning process and show students how to use the target language in communication. This study explores the teacher's target language use in classroom from the teacher's perspective - a qualitative approach was used in this study. Based on the interview data, the teacher believes that the target language (the target language referred to in this research is English) must be done optimally. However, based on the students' knowledge of the target language, the target language's use is rarely used. Therefore, the teacher only uses the target language to communicate with simple words or sentences, which he knows the students can understand. Besides, the interview results showed that the teacher needed to use the target language and the first language of the students and the mother tongue to help students understand the lesson more comfortably.

Keywords: *Teacher's Target Language, Classroom Discourse*

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INTRODUCTION

The language classroom is tightly connected with the expectation of students' ability to acquire and produce the target language. Students capability in target language are expected to be able to, at least, communicate with the language they learned. (Krashen, 2017) refer to this as comprehensible input, where language learners can understand the target language that has been said or written. Not only that,

but the comprehensible measurement also including the ability to comprehend the language above their current language level. (Patrick, 2019) also highlighted Krashen's theory in his paper. He stated that instead of pushing the students into a conventional corpus, a teacher could create contact or dialogue about ancient literature and expose their students to various corpora. This way, the students have an

opportunity to become acquainted with a various selection of material.

Today's target language classrooms focus on students' ability to interact, communicate, and comprehend the target language. (Little et al., 2017) concluded that the teacher needs to include the atmosphere that will have to be addressed by social theories of second language acquisition to create a classroom situation where the students are exposed to the target language situation. In correlation with teachers' target language focus in classroom discourse, (Van Canh and Renandya, 2017)) reported that having a high level of competence will aid teachers in their work by allowing them to use the target language fluently and confidently in the classroom. It also entails providing appropriate input on students' oral and written work, choosing and adapting teaching materials for more effective use, and serving as good language models. Furthermore, as Teacher A demonstrates in their research, high proficiency will help teachers create more exciting and engaging learning activities by increasing their interest in using the target language in the classroom. It means the teacher is hoping to teach and use the target language in their teaching-learning process and show them how to use it.

English is taken as one of the second languages that are being taught in Indonesia's schools. It is also known as the global language that needs to be mastered by the student. Nevertheless, Indonesia's diversity needs to be underlined in its foreign language classroom as well. Teaching a language in Indonesia's classroom needs a more profound insight than "just" teaches a new language or foreign. (Hidayati, 2017) explained further in her research. She stated that The Indonesian ELT is very complicated and needs a great deal of adjustments. Its complexity is rational, considering that Indonesia is a vast country with immense differences in geography, culture, economy, and resources from one area to another. In developing the Indonesian ELT curriculum, cultural and religious values must be expressed in the teaching materials. To creatively improve and improvise the tools available, English language teachers need to be assisted.

(Christie, 2016) explained that in a target language classroom, there are many methods that encourage casual use of the target language and assist learners in developing more dialogical conversation characteristics in their conversations. A skilled teacher may combine these tools to build a 'target language lifestyle,' in which the target language is the primary mode of

communication in the classroom. (Collins and Muñoz, 2016) showed that older learners in on-site (rather than virtual) FL classes who have little exposure to FL, usually English (in non-English-speaking countries) and French, German, or Spanish, benefit from MLJ study (in English-speaking countries). (Sundari, 2017) Centered on teacher experiences in foreign language classrooms at lower secondary schools, this study looked into classroom participation and the multiple factors that influence it. Classroom interaction is highly dynamic, but it is fundamental to the learning process of language teaching. Via and in contact with others, teachers and students, learners develop language.

As previously stated, students must be introduced to an atmosphere in which the target language is spoken. The instructor must build an atmosphere in which students can learn the target language. One of the few environments is a classroom, where the teacher can communicate and interact with the students using the target language. This exposure can take the form of classroom activities or the teacher's target language. As stated by (Khusnaini, 2019), The results showed that the teacher indirectly affected the learners in teaching and learning by relying heavily on asking questions, according to the Flanders Interaction Research Categories.

In addition to asking students questions, teachers often accepted students' feelings, thanked or encouraged students, and accepted or even used students' ideas. This research is focused its area to describing the form of target language used by teachers further; what is it for? Does the teacher only use the target language only for asking a question, small talk, or else? This research explores the teacher's target language in the classroom discourse from the teacher's point of view.

Related to teacher's target language use in the classroom, (Choi and Lee, 2016) tested two different hypotheses in their research. The first hypotheses were language competence and pedagogical capabilities levels, and the language competence and pedagogical capabilities of teachers. Positive relations between the two competencies and English usage were only seen by teachers above the minimum threshold of both attributes. Language proficiency and self-efficacy were interdependent above the minimum thresholds, magnifying each other's effect on teaching actions. The findings highlighted the beneficial potential of continuous linguistic and pedagogical competencies well after teachers' minimum standards are achieved. It means that skilled teachers can open up the students' opportunity to mastered the target language they pursue.

As introduced before, Indonesia's foreign language adjusts with cultural, local dialect, and students' mother tongue, indicating a code-mixing and switching. Code-mixing and switching are used to help the teacher bridge the students to comprehend the foreign language use. (Fachriyah, 2017) confirmed this on her research. In her data result, she found that in the ESL classroom, code-switching was used to promote interactions when learning was taking place. Some of her findings were clarification, repetition, explanation, and translation. In line with her, (Purnamasari et al., 2018) also highlighted the same frame. They explained the reason for teacher code-mixing. The reasons were to help the instructor build a comfortable situation, quote someone else, explain the speech material for the interlocutor, and be emphatic about something. (Sari et al., 2019) In essence, the teacher said that the instructor had changed his language choice from using English as the target language to using Indonesia as the students' first language. The individual in the instructor uses TL only for quick contact with the students. However, she preferred to use L1 when she decided to describe complex materials. To prevent confusion, she possibly chose L1 rather than TL.

METHODS

This research applies a qualitative approach, focusing on teacher's target language used in classroom discourse analysis. To gain the data related to teacher's language use in classroom interaction, the researcher conducted a semi-structured interview with the teacher who is being observed as a participant. (Kallio et al., 2016) explained further in their study. It culminated in the creation of a semi-structured interview guide with new synthesized information, with five phases: (1) the identification of prerequisites for using semi-structured interviews; (2) the retrieval and application of prior knowledge; (3) the formulation of the preliminary semi-structured interview guide; (4) the guide's pilot test; and (5) the final semi-structured interview guide.

The researcher used the interview as a tool of data collection. (Aspers and Corte, 2019) define qualitative study as an interactive process in which new significant distinctions emerge as a result of getting closer to the studied phenomenon, allowing the scientific community to gain a better understanding. This formulation is created to refine research designs while emphasizing that quantitative work often has a qualitative dimension. Moreover, The author recognizes that reviewers' tastes probably

reflect their theoretical insights, research-oriented coursework, mentors, and experiences in research and writing. Accordingly, (Peterson, 2019) focused on terms and essential elements that relate across a wide variety of qualitative approaches, as well as the tendency of researchers to qualitative research. Also, the importance of fitting between questions of method, intent, and research; the need for manuscript writers to recognize and justify researchers' possible bias; and the need to include and define other elements that contribute to trustworthiness.

The participant in this study was a Grade XI English teacher at SMA N 5 Palopo. The researcher used the purposeful sampling technique by taking one SMA N 5 Palopo instructor as the study participant. She became the object of the interview and observation. In this research, the interview items were mainly related to the teacher's perspective of the language used in classroom interaction based on her experience teaching English as a foreign language.

In the interview, the question was asked in Bahasa Indonesia to make the participant feel more comfortable responding to the question. A voice recorder then recorded the interview. A transcription is made based on the voice recording. The data then analyzed to

determine the form of target language used by the teacher in classroom discourse.

FINDINGS AND DISCUSSION

The uses of target language based on the researcher observation in the classroom interaction were combined with the use of first language and even the mother tongue of the students. The teacher participant explained the reason behind her target language used in the classroom interaction in the interview session.

The interview was consisting of 14 items which is divided in to three segments. The first segment was about what the teacher thought about the use of target language and first language in classroom interaction. The second segment was about the importance of target language and first language in the classroom interaction. And the last segment was about the students' target language use in the classroom interaction. The result of the interview session is described as follow:

Segment 1. TL use and FL in the classroom interaction

In this part, the teacher were ask about her opinion of target language use, the factors that influence her in using it, and her attitude towards the TL (target Language) and FL (First Language) in the classroom interaction.

Extract 1.

Researcher : bagaimana menurut ta tentang penggunaan Bahasa Inggris dalam kelas?

Teacher : eemm ... sebenarnya bu, penggunaan Bahasa Inggris di kelas itu sebenarnya sangat ... sangat sangat dibutuhkan dan memang wajib tapi masalahnya disini kan kita liat situasi dan kondisi siswa itu sendiri

Researcher : mm ...

Teacher : karna kadang-kadang ada ee keinginan kita untuk sampaikan itu ke target language, misalnya kita mau coba mereka cepat mampu Bahasa Inggris, tapi susah juga dengan pencapaian karena belum tentu kita sampaikan dalam Bahasa Inggris mereka cepat serap, mereka langsung tanggap atau pahami apa yang kita sampaikan

From the extract above, the teacher thought that the use of TL in the classroom interaction is so important. She said Bahasa Inggris di kelas itu sebenarnya sangat ... sangat sangat dibutuhkan dan memang wajib (actually, the use of English is really needed and it's a must). She expresses her agreement that in teaching TL, the teacher need to use the target language instead of the first language. But, there are several factors that blocked away her belief; it is described in the extract below:

Extract 2.

Researcher : jadi berdasarkan dari keterangan Ibu, faktor-faktor atau hal-hal apa yang biasa mempengaruhi ee ... kita pake Bahasa Indonesia untuk mengajarkan Bahasa Inggris dalam kelas?

Teacher : satu, memang faktor ... anu ya ... faktor penguasaan kota kata itu yang paling pertama-penting

Researcher : iya

The teacher explained about the factors that made her using the first language rather than using the target language in her class. One of her reason was about the students' vocabulary mastery. She needs to adjust her target language use with her students' vocabulary. Based on the interview transcription, the teacher also expressed the other factors that influence her language use in the classroom. They are students' daily language use and students' level of knowledge.

Segment 2. The importance of target language and first language in the classroom interaction.

This part were about the teacher belief and opinion concerning with the importance of target language use in target language class.

Extract 3.

Teacher : kalo secara pribadi saya apalagi yang mengajar di Daerah seperti ini memang ee ... penggunaan Bahasa Inggris itu menurut saya harusnya fifty-fifty, karena kita harus mengantar mereka dengan Bahasa mereka sendiri, dengan mother tongue. Sehingga lebih gampang terserap dibandingkan dengan kita langsung menggunakan bahasa ... Bahasa

Inggris. Karena mereka pikir kan ini bahasa asing, apa gunanya begitu ... jadi kita harus antarkan dulu pake bahasa mereka jadi kita hanya bisa menggunakan bahasa Inggris itu ee apabila kita hanya mencampur dengan bahasa mereka. Sehingga Bahasa Inggris atau target language itu bisa tercapai. Walaupun kenyataannya hanya empat puluh persen saja yang saya pake dalam kelas.

Based from this extract, it is reveal that the importance of using target language in the target language class consider not too important. Even though, from earlier statement (extract 1), the teacher believe in the opposite ways, that it is important to using target language in classroom interaction. The teacher stated that *penggunaan Bahasa Inggris itu menurut saya harusnya fifty-fifty, karena kita harus mengantar mereka dengan Bahasa mereka sendiri, dengan mother tongue. Sehingga lebih gampang terserap dibandingkan dengan kita langsung menggunakan bahasa ... Bahasa Inggris* (I think we have to used English in fifty-fifty portion, we have to transmit them with their own language, with their mother tongue. By doing this, the target language itself will be automatically absorbed by the students rather than if we used the target language straight away to the students).

Based on this explanation, the researcher then tried to pull out other

information by asking the importance of using the target and first language in the same time, as described in the extract below:

Extract 4.

Researcher : *jadi penggunaan Bahasa Indonesia atau Bahasa Daerah ini sebagai penolong?*

Teacher : *penolong ... pendamping*
: *bukan hanya sebagai penolong tapi dasar sebenarnya ... dasar ... dasar tolak ukur dari situ*

The teacher stated that *penolong ... pendamping, bukan hanya sebagai penolong tapi dasar sebenarnya ... dasar ... dasar tolak ukur dari situ* (the students' first and mother tongue act as the students' helper and transmitter, it is not only as a helper but actually the basic foundation). The teacher think that using both of first language and mother tongue in target language can help the students to get the better understanding about the target language itself. She also explained that using first language and mother tongue wouldn't be a barrier for student in learning the target language. Even though, some people think that the more the students exposed to the target language, the better will be the result. But, she believed that using target language and first language in the same time were the appropriate way in teaching the target language.

Segment 3. The students' TL

In this part the teacher were asked about her students' TL use in classroom interaction. The result of the interview is extracted below:

Extract 5.

- Researcher : *eemm ... ok ja jadi ... mereka berinteraksi ... berinteraksi bersama teman ... berinteraksi dengan teman, berinteraksi dengan guru menggunakan Bahasa Indonesia*
- Teacher : *iya memang ... mereka berinteraksi ke teman dan guru dengan Bahasa Indonesia. Kecuali memang disuruh ... misalnya tugas ... tapi kalo bahasa biasa bercakap-cakap biasa ya bahasa Indonesia tapi kecuali kayak "iya ... ayo ... do the dialogue ..." atau "do conversation with your partner" oo ... mereka langsung paham ... "oh cari teman ki, ayo ee kita dialog" tapi kalo ... sudah diluar dari dialog itu sudah ... kembali lagi ... Bahasa Indonesia, bahkan daerah*

Concerning with the students TL used in the classroom interaction, the teacher said that mereka berinteraksi ke teman dan guru dengan Bahasa Indonesia. Kecuali memang disuruh ... misalnya tugas (the students used Bahasa Indonesia to interact with their friend and teacher. Except, if the studnts were ask to use the TL, for example in doing their

assignments). The teacher stated that, the used of students target language was so scarce. If the teacher speak to them in simple term, such as do the dialogue or practice the conversation with their partner, the students understood right away. But, if she spoke out of that context, the students response silently.

Discussion

Based on the previous finding, the teacher revealed the reason and belief of her target language use in classroom interaction. She believed that the use of the TL in the class had to be maximal. She was also agreed that using the target language is more important than using the first language or mother tongue. In line with (Byram and Wagner, 2018) Teaching languages for intercultural communication, as they see it here, takes into account the complex interplay of our students' identities in a variety of linguistic and cultural contexts. Knowing and accepting other people and societies necessitates a thorough understanding of oneself and one's own society.

In fact, she could not do what she believes. It was because of the students' language knowledge level. She said that the students' comprehension level of the target language made her use her first language and even mother tongue in the

classroom interaction. She thought that the target language's maximal use could make it her students challenging to understand the material. The students' vocabulary mastery, everyday language, and language atmosphere were also factors in their limited use of the target language. Looking at the overall results of the current study, it can be suggested that vocabulary awareness should be generated for students during their language learning phase. The deliberate teaching of low-frequency words in the classroom, encouraging students to acquire high-frequency words through intense reading, and teaching them vocabulary learning strategies are some optional ways to raise awareness of vocabulary importance in an EFL setting (Studies, 2017).

The teacher explained further her reason behind her target language use. She stated that she needs to translate each of her utterances in the target language into the first language to make her student understand, and this condition became a habit. The data revealed that the teacher repeated the same utterances in the target language into the first language and vice versa. According to (Atkinson, 1987), this condition has arisen for three reasons. They are the preferred technique of a learner, a humanistic approach, and the successful use of time.

As a result of this situation, the teacher decided that the use of target and first languages in the classroom interaction had to be equal. She only used target language for simple utterances, which were the students would not have difficulty understanding. When the teacher needs to explain the complex material, she chose to use the first language. (Noliza hasrina, Zulfadli A. Aziz, 2015) They discovered that the first language was aimed at communicating well between teachers and their pupils, as well as between students and students, in their English classes study. Furthermore, using their first language helped the students understand their English lessons and increased their desire to learn EFL English.

During the interview, the teacher inquired about her students' use of language in the classroom. The term "interaction" refers to the exchange of information between students and teachers, as well as between students. The teacher stated that the students' only used target language in their interaction if they asked to use it. The students' only used a small portion of the target language in their classroom interaction. It's possible that lower-level students' incomprehension in L2 is more nuanced, necessitating more L1 assistance. Students' perceptions of using L1 were also affected by their previous experiences with English and their current

level of English language proficiency, according to the report (Debreli and Oyman, 2015).

CONCLUSION

Regarding the teacher's target language use in classroom interaction, the researcher gathers the data from the teacher's interview session. The interview data revealed the teacher's beliefs and how she implemented the target language in the classroom. She believed that the use of the target language has to be in a maximum way. Nevertheless, drawn away by students' target language knowledge, the target language's use becomes infrequently used. She only used target language for simple words or sentences, which is she knew her students able to comprehend. She needed to use the target language and students' first language and mother tongue to help them make it easier to comprehend the lesson.

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