

**THE PERCEIVED IMPACT OF CLASSROOM LANGUAGE  
USE ON STUDENTS' SPEAKING ABILITY  
IN EFL CLASSROOM**

**THESIS**



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## ABSTRACT

This study aims at investigating the students' perception toward classroom language use and describing its impact on their speaking ability in EFL classroom. This study employed qualitative research approach with a descriptive method by using semi-structure interview, observation and document analysis as the research instruments. The participants of this study were all of students at grade 11 A which were seventeen students and an English teacher of SMA Teuku Nyak Arif Fatih Bilingual School. The participants were chosen purposively. This study found that (1) most of the students show the positive perceptions toward the use of English dominantly as a language of instruction. (2) There are some perceived impacts of the classroom language use on students' speaking ability; first, the use of L1 in EFL classroom may help the students to process the complex ideas and to easily understand the complicated words of new vocabularies in English. Furthermore, the dominant L2 used in EFL classroom might improve the students' speaking ability such as understand new vocabularies, improve pronunciation, add fluency and enhance confident and motivation by practice it every English lesson.

**Keywords :** *students' perception, classroom language (L1 & L2), use of English, speaking ability*

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# **CHAPTER I**

## **INTRODUCTION**

This introductory section describes background of study, research question, research aim, significance of study, scope of study, and research terminology.

### **A. Background of Study**

Mastering speaking skill is the most important aspect of learning a second or a foreign language (Nunan, 1996 cited in Kasim, 2004). In schools, communication is needed to transfer message either between teacher and student or among the students themselves. It can be used through interaction. Classroom interaction is defined as one of the essential strategies to master English speaking. Therefore, both teacher and students need to master English speaking ability to interact clearly and efficiently in the EFL (English as a Foreign Language) classroom.

Pourhossein (2014) argues that learners who are studying English in a non-English speaking setting, classroom interaction is very important to experience real communicative situations in which they will learn how to express their own views and opinions and to develop their oral fluency and accuracy which are very essential for the success of EFL communication. It can be concluded that interaction is very important to both teachers and students. Pourhossein (2014) adds that the understanding of the role of interaction in the classroom context in improving the speaking skill comes from the understanding of its main types: teacher-learners' interaction and learners-learner interaction,

where negotiation of meaning and the provision of feedback are highlighted. It can make the teaching and learning speaking process runs actively. The teacher needs to be aware and able to manage the classroom interaction in ways which allow all of the students have equal opportunities to participate in order to build a good conversation. Classroom interaction then is necessary as an important role in the process of improving students' foreign language learning through giving learners opportunities to receive the input that is provided by the teacher, which must be understood by the learners in order to make them involved in the classroom task by providing the output.

When teaching and learning a second language, the goal of the target language is to use it as much as possible. Most schools nowadays have built a good classroom interaction while teaching and learning a foreign language. But in some cases, there are several English teachers who do not integrate the target language into a lesson, which means the teachers, regardless of the target language, are encouraged to use whatever language they find "suitable" for their English classes. Moreover, the students have limited interactions with their teacher in English, and even less interaction in English with their peers. Therefore, speaking ability may be created from the teachers' awareness and habit to interact with their students or ask the students to make interaction with their friends in English Language. Some researchers believe that teachers who are aware of building instructions and interactions in L2 and speak in the EFL classroom may achieve a better in students' speaking ability in most cases than those who interact in L1. The problem statement of this study towards the use of teacher-student interaction in bilingual approach in EFL classroom comes from the observation

and the researcher's own experience of studying in classes taught in bilingual language use and having less a sense of achievement especially in speaking skill. In a class investigated in the present study, the students are taught by using English as a dominant language use of instruction.

Among of the previous studies related to this research were carried out by Tsukamoto (2011) entitled "The Students' Perception of Teachers' Language Use in an EFL Classroom", Kang (2008) entitled "The Classroom Language Use of Korean Elementary School EFL Teacher: Another look at TETE" and Nursanti (2016) entitled "Students' Perception of Teacher's Bilingual Language Use in an English Classroom".

In his research, Tsukamoto tried to examine the students' perception of their teacher's use of language in an EFL classroom. According to Tsukamoto, the students in Japan relatively low proficiency in English, at the time of entering university, makes teachers question whether maintaining English only classrooms "work" or puts too much pressure on students. The results of questionnaire from students show that regardless of their proficiency level, most students agreed that the classes were conducted in L2 only instead of L1. Most of the students did not feel the need to use Japanese in class. The students preferred to keep the teacher-students interaction in English only. In the current study, the students are required to use L2 instead of L1.

Another study conducted by Kang (2008), investigated a non-native EFL teacher's classroom language use related to TETE in a Korean elementary school. According to his study, there were a few elementary schools in Korean applied

TETE (Teaching English through English) as the important method (policy) in teaching English. The data were collected by using observation and interview. The result found that the teacher did not adopt TETE in its entirety, the teacher was revealed to use four types of language such as exclusive use of L1, exclusive use of TL, use of L1 immediately followed by TL equivalents, and use of TL immediately followed by L1 equivalents. Teachers revealed that TETE is not always beneficial students. They would prefer to mix both L1 and L2 for maintaining classroom discipline and enhancing student comprehension in learning English. In the current study, meanwhile, the teachers have adopted L2 in entirety during the process of teaching learning English in the classroom.

Additionally, the study which was conducted by Nursanti (2016) investigated the perception of students toward the use of two languages of instruction (English and Indonesian) by the teacher in an English classroom and to find out its benefits for students in learning English. Bilingual approach in her study leads to the use of students' L1 in learning L2. Moreover, this study took research location at Junior High School for beginner students of English proficiency in which English is a new language for them. This study employed a qualitative research approach by analyzing the data from questionnaire and interview. This study reveals that (1) students show their positive perceptions to the use of bilingual language done by the teacher as language instruction in their English classroom; (2) there are six benefits of teacher's bilingual language use for students in learning English; making them easy to understand what the teacher explained in English lesson, feel comfortable during the class, easy to understand new vocabularies in English, help them to do exercises, help them to ask and

answer something during the class, and help them to read something in English correctly. Despite of the study, the present study tends to use of L2 in learning L2. On the other hand, the current study took research location at Senior High School in intermediate level of students' English proficiency in which the students have had the prior knowledge of English at the previous level of school.

Based on the problem mentioned above, the use of language as a tool for communication during teaching learning English in the classroom become one of the important things to discuss considering language is one of a tool or media to support the students in learning and understanding English as a foreign language, especially in practicing speaking skill. Therefore, the perceived impact of classroom language use on students' speaking ability in EFL classroom is an important topic to discuss that indicates for some people who have less attention on the classroom language use during the process of teaching and learning L2.

## **B. Research Question**

Based on the background of the study, there are several questions which have been provided to answer the problem in this study as follows:

1. What are the students' opinions toward the classroom language use in EFL classrooms?
2. What are the students' perceived impacts of classroom language use on students' speaking ability in the EFL classroom?

### **C. Research Aim**

In line with the research questions above, the aims of this research are:

1. To investigate the students' opinions toward the classroom language use in EFL classrooms.
2. To describe the students' perceived impacts of classroom language use on students' speaking ability in the EFL classroom.

### **D. Significance of Study**

Theoretically, this study is expected to give information about the students' opinions towards the classroom language use and the perceived impact of the classroom language use on their speaking ability. The result of this study is expected to help students and teachers during teaching learning process.

By doing this study, teacher get more information about how important the use of English language during the teaching learning process for their students. In addition, this information is beneficial for the teachers to direct students to talk in English either between their teachers or their friends during language learning process.

Furthermore, this study also benefits students. Students do not only know how important of classroom language is, but also realizes that classroom language can influence the process of learning and it can improve the level of their speaking ability through interaction in the L2. Moreover, this study is very beneficial for students who have low ability in speaking. The students who have less or lower



ability in speaking English can be caused by several factors, one of them by keeping the students to use their first language in English class. Therefore, this study benefits students in improving their speaking ability by keeping the students to use and understanding English through classroom language. The use of classroom language can reduce the amount of the use of the students' mother tongue and increase the amount of the target language that they are using.

### **E. Scope of Study**

This study investigates students' opinion toward the classroom language use in EFL classroom and its impact on their speaking ability. The use of language during the process of teaching learning English consists of two languages which are First Language (L1) and Second Language (L2). In this study, L1 means the native language of the students which is Bahasa Indonesia and L2 means a foreign language for the students which is English.

### **F. Research Terminology**

To make the topic of this research clear, it is important to explain the terms of the title according to the valuable references. The terms are:

#### **1. Classroom Language**

According to Klutz (1999), Classroom language is the main language that is used by the teachers to teach their students in the classroom. In short, it is called "the language of instruction". Bilash (2011) argues that classroom language is the routine language that is used on a regular basis in classroom such as giving instructions, for example "Take out your books" or "Please sit down". This is a

selection of useful phrases that teachers could introduce into their lessons to accustom their students to hearing and understanding English. Knowing these language basics may reduce the amount of the use of the students' mother tongue and increase the amount of the target language that they are using. It makes the language classroom environment more authentic. Hence, classroom language is a daily routine language that is used to give instruction and build interaction in English between teachers and students.

## 2. Speaking Ability

According to Brown (2004), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. In the process of teaching English as a Foreign Language, learners need to expose the four skills which include listening, speaking, reading and writing to achieve the development of abilities of receiving and producing the foreign language either in oral or written form. To receive and produce the speaking and oral competence entirely, teacher can help learners in the classroom. So, in this research, speaking is an ability that students need to talk and communicate with others by using foreign language fluently. It is used to share meaning through oral communication.

## 3. EFL Classroom

English as a Foreign Language (EFL) is “a traditional term for the use of study of the English language by non-native speakers in countries where English is generally not a local medium of communication” (Nordquist, n.d). So, in this context, EFL classroom means the process of teaching English by non-native

English teacher who teaches English to non-native English students in an environment that English is used as L2 in the social life.

## **CHAPTER II**

### **LITERATURE REVIEW**

This section points out the topics related to this study, for instance, classroom language, first language use in EFL classroom, using English in EFL classroom and speaking ability.

#### **A. Classroom Language**

According to Hornby (2010), language is often defined as a system that enables human to communicate meaning. Humans employ a symbolic system of language to make meaning and communicate with other fellow humans. In the characteristic of human behaviour, human use language not only to communicate to specific audiences, but also to address ourselves, as in self-talk, and other times to address collective, unknown audiences, as when we participate in political speeches, religious sermons, internet navigation, commercial advertisements, newspaper columns or literary works (Comrie & Corbet, 2013).

Interest in the language used in the classroom has grown steadily and has been motivated by the recognition that successful outcomes may depend on the language used by the teacher and the type of interaction occurred in the classroom, whether it is a subject lesson or language lesson (Ellis, 1985 cited in Tsukamoto, 2011). As the researcher mentioned in the previous chapter, classroom language in this writing is defined as the routine language that is used on a regular basis in classroom, either between teacher and students or students and peers. The use of language in the EFL classroom could be in L1 (Bahasa Indonesia) or L2 (English language) or mix of them.

## **B. First Language Use in EFL Classroom**

Studies discussing the use of the mother tongue in general have usually tried to list the pros and cons of using the mother tongue in English class without a direct reference to a certain language or taking a specific point of view. These types of papers usually included a historic overview of other studies that had been done in the same area, and provided an analysis of their results and possible interpretations. One of the most important papers that was considered a very valuable reference in first language use is Vivian Cook's (2001) *Using the First Language in the Classroom*.

In his paper, Cook (2001) discusses the different arguments of using first language in class. He argues against the common belief that second language acquisition should be treated like first language acquisition in the sense that no other languages should interfere with the acquisition of this second language.

Cook (2001) also argues that although teachers try their best to separate the first language from the second language in their teaching by trying to use a number of techniques such as miming or drawing examples to teach their students, learners will usually make connections between the vocabulary, syntax, and phonology of their first and second languages in their own minds. As a result, even if the teachers tried to separate the two languages, learners would still refer to them and connect them in their minds.

Cook (2001) points out a number of ways that teachers can positively incorporate the first language into second language learning that is when teaching new vocabulary and checking the meaning of new vocabulary. Many teachers use

the first language to convey meaning and check the meaning of new words with their students. The first language could also be used to teach explicit grammar rules to students to help them get a better understanding of these grammar rules. He argues that first language use might save time and effort for teachers if it does not dominate classroom interaction.

### **1. Teacher Use of L1**

Morahan (n.d) argues that many teachers find that the use of some L1 provides more time to practice L2 because understanding is achieved much more rapidly. The key with teacher use of L1 is that it is used for clarification purposes, which means that the use of L1 is to communicate ideas in L2 so that the students will not appear to be confused. L1 use also allows students to become more aware of the similarities and differences between cultures and linguistic structures, thus, may improve the accuracy of translations (Tang, 2002, cited in Morahan, n.d). Cook (2001, p. 413) describes L1 could be used more positively by building on existing classroom practice in four factors:

Firstly is *efficiency*; Can something be done more effectively through L1? Secondly is *learning*; Will L2 learning be helped by using the L1 alongside the L2? The next is *naturalness*; do the participants feel more comfortable about some functions or topics in the first language rather than the second, as studies in code-switching have shown? Lastly is *external relevance*; will use of both languages help the students to master the specific L2 uses that they may need in the world beyond the classroom? Set against these four factors must be the potential loss of L2 experience. Despite reservations about avoiding the L1, it is clearly useful to employ large quantities of the L2, everything else being equal. (p. 413)

Cook (2001, p. 414) points out that teacher often use L1 in beginning and intermediate classes to:

- Convey and check meaning of words or sentence
- Explain grammar
- Give instruction
- Explain complex ideas
- Organize task
- Maintain of discipline
- Gain contact with individual students

Moreover, Littlewood (2010) argues that the use of the L1 in English classroom is for relationship building, explaining difficult grammar, and discipline; providing background information and giving non-routine activity instructions also include as the most common reasons for using L1.

## **2. Student Use of L1**

For many years, some of linguist has noticed that students' use of the L1 has been minimized by the teaching manuals. According to Morahan (n.d), students often use L1 when doing pair work to construct solutions to linguistic tasks and evaluate written language. The use of L1 allows them to work within their Zone of Proximal Development, as proposed by Vygotsky (Wells, 1999). By working in pairs and using L1 intermittently with L2, students may be cognitively processing at a higher level with regard to linguistic tasks than if they were limited only to communicating in the language they are trying to learn. Wells (1999 as cited in Morahan, n.d) states, "L1 vocabulary allows learners to use language which they may not yet possess in L2 in order to process ideas and reach higher levels of understanding." This applies both to social talk between partners and private talk intended for the learner alone. Social talk, as the name implies, is talk between peers for the purpose of conversing. Private talk is when learners talk themselves through a learning process. For example, in private talk, they might

utter a non-standard L2 phrase and then self-correct: “No, wait, ... (L2 phrase corrected).” Private talk can also be used to deconstruct grammar in real-time as the speaker is using it, such as: “I like the milk...the milk? No, I like milk.” However, it is important to point out that students who use L1 for communicative purposes in the classroom must also be expected to use L2 in the classroom to practice its use.

Morahan (n.d) suggests that Students use L1 while speaking in order to:

- ask each other clarifying questions
- express frustrations concerning their lack of understanding
- clarify meaning of words in L2
- find new words in L2 which correspond to already known words in L1
- use language to process complex concepts
- build shared meaning while evaluating written tasks through shared discussion

L1 used in written tasks is especially valuable because it helps to clarify and build meaning. It allows learners to repeatedly evaluate and clarify communication with regard to choice of content and register appropriate to the task (Wells, 1999). This re-evaluation is often done orally, in conversation with a peer or teacher or in private talk.

Collaborative dialogue allows learners to build linguistic understanding concerning a number of language tasks. As Cook stated in his article "*Using the First Language in the Classroom*" (2001), "L1 provides scaffolding for the students to help each other."

The use of L1 is a normal psycholinguistic process that facilitates L2 production and allows the learners both to initiate and sustain verbal interaction



without one others' (Brocks & Donato, 1994, cited in Cook, 2001). Through the L1, they may explain the task to each other, negotiate roles they are going to take, or check their understanding or production of language against their peers.

According to Cook (2001), there are several other possibilities exist for students to use the L1 in learning, both in the classroom and outside, particularly as a way in to the meanings of L2 words such as bilingual dictionaries, dual language texts on facing pages and the use of L2 films with subtitles. The students exploit L1 principally for mastering the meanings of the L2.

Cook (2001, p. 418) suggests that L1 should be used by students in several situations as follows:

- to provide a short-cut for giving instructions and explanations where the cost of the L2 is too great.
- to build up interlinked L1 and L2 knowledge in the students' mind.
- to carry out learning task through collaborative dialogue with fellow students
- to develop L2 activities such as code-switching for later real-life use.

Bringing the L1 back from exile may lead not only to the improvement of existing teaching methods but also to innovations in methodology. In particular, it may liberate the task-based learning approach so that it can foster the students' natural collaborative efforts in the classroom through their L1 as well as their L2.

### **C. Using English in EFL classroom**

The proponents of second language argue that teaching entirely through the L2 makes the language real, allows learners to experience unpredictability,

and develops the learners' own in building language system (Krashen, 1981 cited in Macaro, 2001).

Krashen (1987 as cited in Tsukamoto, 2011) insists that the students' L1 should not be used in the classroom in order to maximize the exposure of the L2. He states that L2 should be used as much as possible during the teaching learning process since there is a definite relationship between comprehensible input and proficiency in L2. According to Tsukamoto (2011), students in an EFL environment do not have much exposure, either input or output, to L2 as it is not a necessary component in their daily life. Therefore, it is quite natural that teachers would want to provide as much exposure as possible in the classroom. Turnbull (2001 as cited in Tsukamoto, 2011), argues that the use of L1 in the classroom takes away the students opportunity to have contact with the target language when they do not have much contact outside the classroom. It could also lead to demotivation of the students. According to Ihsan (2016), there are two concepts of motivation, including; (1) Motivation is something different and it cannot be seen, but there is a psychological construct; behavior or effort, attitudes, interest and values or desire, and (2) Motivation can be seen as the successful aspect when learning a target language deals with speak the language (speaking skill). Therefore, the maximize use of English in the classroom is extremely important to build the students motivation in speaking English. Littlewood (1992) insists "If the teachers abandon the use of the target language in the classroom, learners will not be convinced that the foreign language they are learning could be an effective means of communication." (p. 45). It is only through the actual usage that the students acknowledge its worth. Burden (2000 as cited in Tsukamoto, 2011) came

to believe an integral part of language learning is lost when the students' L2 is used as students only regular exposure to English is in the classroom. Nevertheless, for teachers, second language should be maximized due to students' limited exposure to spoken language. Sullivan (2011) concluded that teachers' oral proficiency in the target language is a significant factor in both teaching effectiveness and student learning. At least the teachers' classroom language involves telling the class what to do, controlling behaviour and explaining activities (Nation, 2003).

### **1. Teacher Use of L2**

Atkinson (1993 as cited in Littlewood & Yu, 2009) writes a book which suggests many positive uses of the L1 but he still warns that the L1 is probably the single biggest danger in any monolingual class if it reduces the use of the L2. According to Ahmadi (2016), English teacher should use English in the class as much as possible, so that the students would think that learning English is very different from any other classes. It will help to maintain a good English speaking atmosphere which will help the students focus on learning and using English. Ahmadi (2016) argues that when teachers give students instructions, ask questions, or make comments in English, the students will be more attentive to what the teachers say which reinforces the English learning. Ahmadi adds that Thinking in another language and not having to translate the teacher sentences from their own language before speaking is a sign of great progress. So, it is important to avoid translation as much as possible because speaking English in the classroom may encourage students to think in English.

There are three strategies for maximizing L2 used by teacher during teaching learning English based on Littlewood & Yu (2009) which are: first, the teacher's own determination and confidence. There is constant temptation to abandon teaching in L1 as the easy way by teacher. For some teacher, teaching in L2 is a major challenge. But, a teacher in her first year of teaching in Hong Kong described how she accepted the challenge. She taught English in the English language with her average proficiency students, answered her student's questions in English when they spoke to her students in Cantonese, used conscious strategies to make herself clear, until English became the natural medium. There are several reports that the increased experience which comes from a long-term view also leads teachers themselves to become more confident in using the TL. For example, an important finding in D.M. Kang survey of Korean teachers of English, conducted after five years of TETE (Teaching English Through English), is that 'the more English they use, the less anxiety they feel' (p. 67). Similarly, in Hong Kong, Lai (1996) found that a majority of pre-service students increased in confidence in using the TL as they gained in experience.

The second strategy is communication strategy. Communicating successfully in the TL depends not only on the nature of the task and the message that has to be communicated, but also on the teacher's effective use of communication strategies. Most teachers occasionally used the L1 but those who were most successful in maintaining the norm of L2 use for classroom communication also used a wide repertoire of other strategies for conveying meaning. These included repetitions, substituting an item with similar meaning, explaining in simpler terms, contrasting with items from a similar lexical set,

exemplification and giving clues. Therefore, L2 communication strategies are important enough to deserve attention as an aspect of initial lesson planning in order to meet anticipated difficulties (Littlewood & Yu, 2009).

The last strategy for maximizing L2 use is ‘starting simple’. Today, role play is one of the easy techniques to avoid the L1 use in the classroom that could be applied by the teacher. However, Even though the task itself is simple, the instructions or explanations are sometimes so complex where using only the L2 only can lead to problem. In contexts where the L1 is the normal medium of instruction in foreign language teaching but teachers aim to increase L2 use, an important strategy is to use it first for tasks which are already very familiar to students (so that they have the relevant schemata to help comprehension) or which require only simple TL (Littlewood & Yu, 2009). In Korea, for example, D. M. Kang (2008) advises teachers seeking to implement the TETE policy to explore ‘which types of tasks call for easy English’ in order to ‘gradually introduce teachers to the use of English in their classes’. As a result, the TL can be used regularly for classroom management where the meanings are predictable.

Overall, if the teacher wants the students to use English in the classroom, the teacher should try and use English in the classroom as much as possible. Not only in setting an example, but also giving the students exposure to the language.

## **2. Students Use of L2**

Second language learners acquire the L2 in the same way as they acquired their mother tongue with caregivers ensuring a constant stream of comprehensible input in the TL, while being immersed in that language (Cook, 2001, 2008). This

ideology is mainly based on Krashen (1993 as cited in Snorradóttir, 2014); *comprehensible input theory*, where students only need comprehensible input in the foreign language to be able to acquire it. Therefore, they believe teachers should not deprive students' opportunities for genuine exposure to the target language and use the L2 for all interaction in the classroom. They find that the exclusion of the L1 will ensure maximized exposure to L2 input and enhance language acquisition (Cook, 2008).

Furthermore, students should learn to think independently in the L2 to successfully acquire the language and therefore the thought processes for L1 and L2 should be kept separate (Cook, 2008). This way students' goal is to coordinate bilinguals, where both languages have distinct systems in the minds, rather than compound bilinguals, where they form a single system for both languages (Cook, 2001). Overall, if the teacher wants the students to use English in the classroom, the teacher should try and use English in the classroom as much as possible. Not only in setting an example, but also giving the students exposure to the language.

According to Krashen (1993 as cited in Turnbull, 2001), the more exposure to the target language is convinced the faster students in mastering the target language. The use of L1 in learning target language is seen as something disapproved because it is convinced as an impediment of target language development. First language use is also seen as a deletion factor of an integral part of language learning and there is no pedagogical value of using it in language learning (Burden, 2000; Macaro, 1997; Tsukamoto, 2011).

According to Cook (2001), there are three important points for the reason of distancing the use of L1 in L2 classroom: 1) in learning L2, the L2 should be treated as learning the L1 in terms of exposure and attention. 2) To be successful in L2 learning, it should be separated between the L1 and L2. 3) L2 should be felt important by the students by using it continuously. It indicates that there is no place for L1 use in learning L2 or to be acquired the target language.

#### **D. Speaking**

It has been known that speaking is not only as a part of the important skills in learning English but also the main reasons key element of learning a language. According to Brown (1994), speaking is a process of constructive meaning that involves producing, receiving and processing information. In the process of learning English as a foreign language, learners need to expose to what are called the foreign language which includes listening, speaking, reading and writing to achieve a high development of abilities of producing and receiving the target language.

##### **1. Component of Speaking**

According to Brown (2004), there are five components in speaking ability which are pronunciation, grammar, vocabulary, fluency and comprehension.

##### **a. Pronunciation**

According to Brown (2004), pronunciation is the way for students to produce clearer language when they are speaking. Nunan & Carter (2001) assert that pronunciation is a production and perception of the significant sounds of a particular language in order to achieve meaning in

contexts of language use. This comprises the production and perception of segmental sounds, of stressed and unstressed syllables, and of the 'speech melody', or intonation. Also, the way we sound is influenced greatly by factors such as voice quality, speech rate and overall loudness.

### **b. Grammar**

According to Nunan & Carter (2001), the term grammar has multiple meanings. It is used to refer both to language users' subconscious internal system and to linguists' attempts explicitly to codify or describe that system. They seek minimally to explain grammar as the same phenomena: how words are formed (morphology) and how words are combined (syntax). Harmer (2001) discusses grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context. In addition, it is used to avoid misunderstanding in each communication.

### **c. Vocabulary**

Diamond and Gutlohn (2006) argue that vocabulary is a knowledge words and word meanings. A language learner cannot communicate or express his or her ideas either in spoken or written form if he or she does not have sufficient vocabulary. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse.



Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced.

#### **d. Fluency**

Ellis (as cited in Abbaspour, 2016) holds that fluency means the capacity to use language in real time and emphasize the meanings. Fluency can be defines as the ability to speak fluently, accurately and readily. It is one of the main elements of speaking ability in order to make interlocutor understand well about ideas or messages which delivered by speaker.

#### **e. Comprehension**

Comprehension is an ability to perceive and process stretches of discourse, to formulate the representations of the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005).

In speaking, therefore, it could be concluded that the comprehension refers to the speakers' understanding about what they are saying to the listeners in order avoid misunderstanding information. In

addition, its function is to make the listeners easily catch the information from the communication.

## **2. Types of Classroom Speaking Performance**

As far as speaking is discussed, speaking is a productive skill. Basically, Brown (2001) claims that there are six categories that can be applied to the kinds of oral production that students are expected to carry out in the classroom.

### **a. Imitative**

Imitative is the ability to imitate a word or phrase or possibly a sentence. For example, learners practice an information contour or try to pinpoint a certain vowel sound. Imitative of this kind is carried out not for the purpose of meaningful interaction, but focusing on same particular element of language form. On the words, imitative focused on intonation, vocals, and so on.

### **b. Intensive**

Intensive speaking is almost similar with imitative that designed to practice some phonological aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

### **c. Responsive**

Responsive includes interaction and text comprehension but in short conversation. On the other words, responsive is a short replies to teacher- or student-initiated questions or comments. These replies are usually sufficient and do not extent into dialogues.

**d. Transactional (dialogue)**

Transactional language, carried out to convey or exchange specific information, is an extended form of responsive language.

**e. Interpersonal (dialogue)**

Interpersonal is a conversation to maintain social relationships than for the transmission of facts and information.

**f. Extensive (monologue)**

Finally, students at intermediate to advanced levels are called on to give extended monologues in form of oral reports, summaries, or probably short speeches. This form of monologues is more formal and deliberative. These monologues can be planned or impromptu.

In conclusion, classroom speaking performance has six categories which include imitative, intensive, responsive, transactional, interpersonal, and extensive. Each of the categories has different meaning that student should know and carry out in the classroom so that they may achieve a better speaking skill in English as a foreign language.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses how the data was analyzed by using some methods. This chapter also provides information about the research methodology including the research design, participants, method of data collection, and method of data analysis.

#### **A. Research Design**

This study employed a qualitative research approach. Qualitative research is a research that is used for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of qualitative research involves emerging questions and procedures, collecting the data in the participant's setting, building the data analysis from particular to general themes and interpreting the meaning of the data (Creswell, 2007). In order to investigate the students' opinions toward the classroom language use in EFL classrooms, and moreover, to describe the students' perceived impacts of classroom language use on students' speaking ability, a descriptive qualitative approach is used in this study to analyze the data which are obtained from applying interview, observation, and document analyses.

#### **B. Research Participants**

This research was conducted at grade 11 of SMA Teuku Nyak Arif Fatih Bilingual School. All students at this school are female only. This school was chosen to obtain participants for this study because this study aims to investigate the students' opinion toward the use of classroom language (L1 and L2) during

learning English and to describe the perceived impact of the classroom language use on their speaking ability. In English classroom of SMA Teuku Nyak Arif Fatih Bilingual School, the teacher minimizes the use L1 during the process of teaching and learning. It means that the teacher recommends the students to use only English in the classroom. Therefore, the school was selected to conduct this study because it is quite different from any other schools, in term of language used during teaching learning process. This school actualizes the use of L2 in EFL classroom as much as possible instead of L1. Besides, the other schools actualize the use of L1 dominantly as a language of instruction instead of L2.

In this research, the participants were all of students in grade 11 A which were seventeen students in total and a teacher who taught English lesson at that classroom. The first language (L1) of the participants is Bahasa Indonesia which means English is a foreign language for them, or here it is called as L2. The participants were chosen by applying purposive sampling technique. Purposive sampling was used on research that more prioritizes to the purpose of the research than the nature of the population to determine the research sample (Bungin, 2005). In this research, the purposive sampling is used to choose the appropriate participants that focus on the current central phenomenon which is discussed in this research. Grade 11 was divided into two classes which were grade 11 A and grade 11 B. In grade 11 A, the students were taught by the teacher who speaks Indonesian as a native language, whereas in grade 11 B, the students were taught by a foreign teacher in which Indonesian was not her native language. Therefore, the appropriate participants for this research were all of students in the grade 11 A which were seventeen students in total.

### **C. Method of Data Collection**

By doing this research, the data was collected through field research and supported by reading some books and journals that related to the title of this research. The method of collecting data was obtained by conducting the interview with selected participants, classroom observation and document analysis.

#### **1. Interview**

The interview was conducted to answer some of the central questions about this research. The central question is a broad question that asks for an exploration of the central phenomenon or concept in a study. The inquirer poses this question, consistent with the emerging methodology of qualitative research, as a general issue so as to not limit the inquiry (Creswell, 2009). Thus, it is necessary to decide interview in order to explore some of the central questions related to the title of this study. The semi-structured interview questions were chosen in this research to gain the specific information from the participants. Creswell (2009) states, "The semi-structured interview is a way of gaining information by using some of prior questions that the researcher wants to know" (p. 170). The questions for the interview guide were designed to be interpretive. There were seventeen questions which were asked to the participants related to this topic. The questions were divided into nine questions for students and eight questions for teacher. The questions were about the students' perceived of classroom language use during studying English in EFL classroom and its impacts on their speaking ability. The participants' answers were recorded by using recorder then transcribed them into descriptive qualitative analysis.

## **2. Classroom Observation**

Observation is one of the techniques that help the researcher to gain the data of qualitative method. Cresswell (2009) states, “Qualitative observation is used by researcher to take field notes on the behavior and activities of individuals at the research site” (p. 159). In the classroom observation, the researcher took field notes by using the observation checklist as the guideline in observing the students and teacher. The data conducted by using semi-structured observation (using some prior questions that the researcher wants to know) (Cresswell, 2009).

This study used classroom observation to see the process of classroom language used between teacher and students in the classroom. This study conducted the direct observation as a non-participant observation. Cresswell (2009) states that “Non-participant observer is an observer who visited a place and record notes without becoming involved in the activities of participants” (p. 222).

This research took site of observation at grade 11 A of SMA Teuku Nyak Arif Fatih Bilingual School. Each session of the classroom observation lasted approximately 45 minutes. To gain the data of teaching learning process, the researcher recorded it fully. Classroom observation was conducted after the interview session.

## **3. Document Analysis**

According to Flick, Kardorff, and Steinke (2004), documents are understood here as written texts that serve as a record or piece of evidence of an event or fact, occupy a prominent position in modern societies. Document analysis

is one of the data collecting and describing in this study. The documents which were analyzed in this study were included as public documents of the school such as vision and mission of the school, curriculum and English textbook. Those of the documents were needed to know and to support the result of research questions in this study toward the classroom language use.

#### **D. Method of Data Analysis**

This study is necessary to collect the data from the students and a teacher in order to obtain deep information in interview session and the process of teaching learning English was observed after the interview session at the second grade, also it is supported by the data collection of document analysis. Data analysis of interview, observation and document were needed to know the result of this research. The data gained from interview was recorded, described and interpreted to answer both of the two research questions. Meanwhile, the data gained from classroom observation was analyzed to support the result of interview which was focused on the second research question. On the other hand, the data gained from document was analyzed to know and to support the result of the research questions in this study. Creswell (2009) emphasized six steps in analyzing qualitative research, as follows:

First, organize and prepare the data for analysis. Second, read or look at all the data. Third, code all of the data. Next, use the coding for describing setting, people, categories and themes for analysis. After that, describe the themes or categories in qualitative report. Lastly, make an interpretation in qualitative research of the finding or result. (p. 246).

In brief, the view data analysis in qualitative research is seen in Figure 9.1



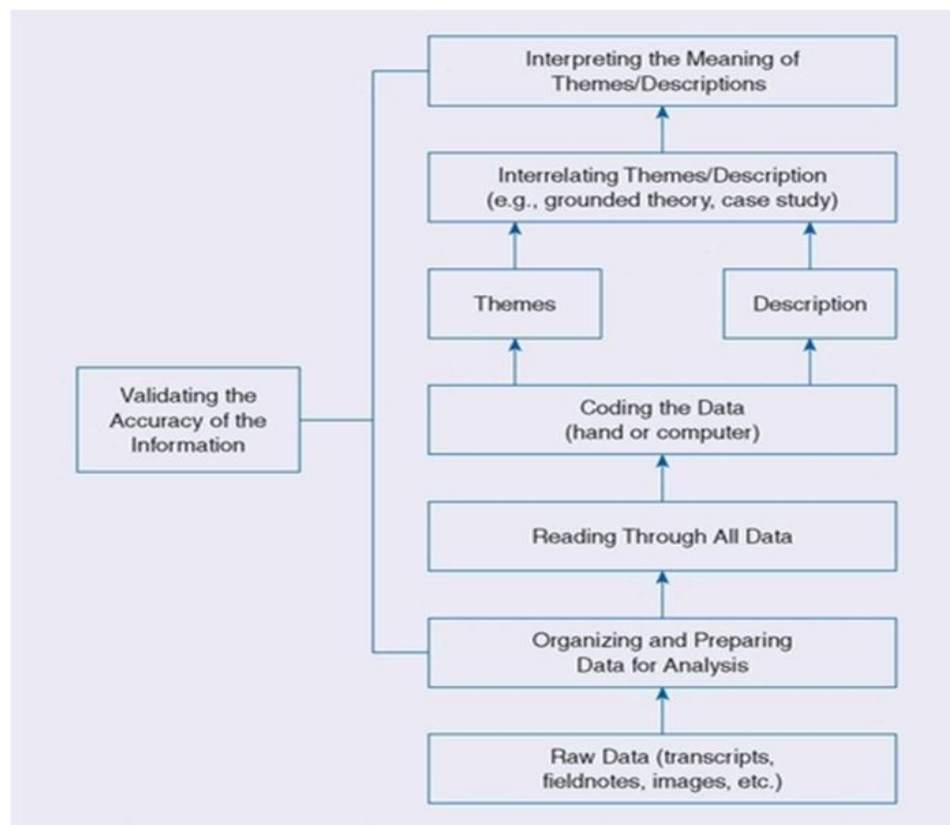


Figure 9.1 Data Analysis in Qualitative Research (Creswell, 2009, p. 247)

The data which was obtained from the interview process were analyzed by using coding process. “Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information” (Creswell, 2009, p. 249). The coding process was used after the transcription from the audio-record interview data in order to keep it organized and based on the topic explanation. According to Creswell (2009), there are two ways of coding process, manually and using coding software. This research used coding manually based on hard-copies of the transcription and all of the important statements were marked by using a pencil. After coding process from each student answer of

research interview questions, there were four themes which were organized from nine questions of students' interview that would be discussed in the next chapter.

The data which was obtained from the observation is needed to support the answer of the interviews that related to the main research questions. The data of observation was analyzed based on the real information that occurred in the EFL classroom.

### **E. Brief Description of Research Location**

This research was conducted at Fatih Bilingual School. It is an integrated school in Banda Aceh. There are Elementary School, Secondary School and Senior High School, in one area. The location is in Jl. Teuku Nyak Arief No. 1 Lamnyong, Banda Aceh. Fatih Bilingual School (FBS), was established and started giving education in 2005 in Banda Aceh, post-tsunami capital city of Aceh region of Indonesia. On December of 2006 (second year of Asian Tsunami), FBS moved to new building which was built by donations of Turkish civilian organizations through efforts of Pasiad Indonesia Foundation. Inauguration of new building was attended by highly ranked official of Republic of Indonesia and Republic of Turkiye. The school has a large building which includes comfortable environment and complete supporting facilities for learning, sports and arts, and adequate boarding house. The atmosphere is very supportive to the learning process.

SMA Teuku Nyak Arief Fatih Bilingual School has 87 students in total. The total number of students in the first grade is 25, 35 in the second grade and 27 in the third grade. There are 25 teachers and 2 administration staff. The English

lesson has 5 teachers including 2 teachers for the second grade. The classrooms are totally 5, including 2 classes for the second year.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter discusses the research findings and discussion based on the data gained from interview, classroom observation and document analysis. The resulting analysis and interpretation provides a description of major themes that developed regarding the classroom language use (L1 and L2) in EFL classroom and its effectiveness on the students' speaking ability. The findings are also followed by detailed discussion to answer the research questions and compare to the previous study.

#### **A. Findings**

##### **1. Interview**

In this study, the interview was divided into two categories including students' interview and teachers' interview. Students' interview was conducted three times on October 12<sup>th</sup> 2018, October 31<sup>st</sup> 2018 and November 1<sup>st</sup> 2018. The questions were asked to all of students in a class which were seventeen students in total. The teacher was interviewed on the first day of the students' interview which was on October 12<sup>th</sup> 2018. All of the questions in interview were related to the classroom language use during teaching learning English and the students' opinion about it.

##### **a. Students' Interview**

Concerning the overall data of interview which was obtained from the students as participants in this study, there were actually almost all students had the same opinions or responses regarding to the interview questions which means

only a few students had different opinions. The students are named as S1 (student 1) until S17 (student 17).

After coding the data of interview, the data are organized into four main themes. They are the use of L1, the use of L2, Students' motivation in speaking English, and the perceived impact of classroom language use on students' speaking ability.

### **1) The Use of L1**

Based on the interview question, it was covered that students are suggested by the teacher to use English as much as possible during teaching and learning English. Actually, based on the students' answer, using full English in the classroom makes some students difficult to understand the topic of discussion. As S16 said: "For me, learning English lesson by using English language only in the classroom is difficult to understand sometimes"

*Q2: Do you feel the teacher needs to use Bahasa Indonesia in the classroom? If yes, when do you feel the needs?*

Based on the interview question above, students covered that there was a time when the students need their teacher to use Indonesian during teaching learning process. S2 said that sometimes they were learning English by mixing both of the languages, depending on the topic.

There were some students who had opinions about using L1 during teaching and learning English. However, based on the interview, the students needed the teacher to use Indonesian only for a few moments, as S8 said "Maybe

need. Because sometimes I do not understand of what teacher explaining about.” Moreover, S4 added: “When I thought was difficult, I need the teacher to explain it in Bahasa”.

Based on S8 and S4 opinions, teacher sometimes needs to use Indonesian during teaching learning English because there is a few students have a lack of understanding in mastering English in the classroom. The student’s reasons of using L1 in learning English also supported with this argument:

Teacher needs to use Bahasa in the classroom, because maybe there are some students understand English, but maybe there are also some students who do not understand English. So, the teacher needs to use Bahasa when she explains the topic that is delivered. (S2)

Along with that, Indonesian is also needed to explain the certain discussion, for example about final exam (UN=Ujian Nasional). Because in final exam paper test, the use of language is mixing both of L1 and L2. As S7 said ”I think ya sometime. Sometime Indonesian is needed when the teacher explained about the national final exam. We call it UN (Ujian Nasional) in Indonesian.”

Almost all of the students had the same opinions about the use of Indonesian in English lesson is for conveying and checking meaning of words or sentences or complicated word. As some students claimed that they need their teacher to speak in Indonesian when they asked for a complicated word that they did not know (S11). Besides, another student said “when there is a vocabulary that I do not know the meaning, so the teacher can use Indonesian.”

The argument above was also similar with S10:

The teacher needs to use English for sometimes but not always. For example like there is a hard vocabulary to extract in other English language word. So, it is better if the teacher said “Ouh.. The meaning of this word into Indonesian is this”. So, it is like for students who have less or lower English understanding needs a little bit of Indonesian but not all of it. (S10)

From the students’ responses, it can be concluded that even though during teaching learning English, both teacher and students should use only English in the classroom, it does not mean that the use L1 in EFL classroom is unnecessarily at all. Because L1 is the students’ native language and L2 is a foreign language for them. Therefore, L1 has a role in EFL classroom in helping both teacher and students to say something difficult in L2 by rephrasing and simplifying it in L1. As one of the participants confessed:

Indonesian would be needed when there is a word in English that would be described the meaning in English, but if the students still did not understand the explanation of the meaning of the word in English and they felt curious of that word, then the teacher would translate it in Indonesian. (S17)

Hence, the role of L1 cannot be abolished even during teaching learning L2.

## **2) The Use of L2**

Based on the interview question, it was known that students are suggested by the teacher to use English as much as possible during teaching and learning English. All of the students as the participants in this study told that their English teacher dominantly uses English in the English classroom. The statement was based on Q1 of research interview.

Q1: *What language does your teacher dominantly use during teaching learning English in the classroom? What do you think about that?)*

Besides, this topic is also covered by Q3, Q4, and Q5.

Q3: *What was good about the teacher using English in the class? What was not good about the teacher using English in the class?*

For most of them, using English as a foreign language for language of instruction during teaching learning English in the classroom is better than using Indonesian as their native language. Some of them had opinions that because they are learning English as a foreign language, why do they need to use another language even Indonesian as their native language? As S17 responded “My teacher teaches by using English and I’m totally fine with that because we are learning English and it would weird to learn English by using other languages.” This argument was also supported by S13, she said “I think learning English by using English language is very effective because by doing so, I can get used to being in an English environment and can therefore improve my English skills.”

Additionally, one of participants said that because she is Indonesian, she can talk Bahasa fluently. So, why does she need to use Bahasa if she wants to improve her foreign language? Moreover, as one of the students said earlier that learning English by using English as the target language is very effective because by doing so, they can get used to be in an English environment and can improve their English skills such as speaking, listening, reading and writing. As S12 said “studying English using English language is good for our English language skill such as listening, writing, speaking, reading, etc.”



Specifically, there were most of students responded that learning English by using mainly English in the classroom may increase lots of vocabularies, improve grammar, affect pronunciation, facilitate English speaking, etc. As S10 said “I think it is okay to use mainly English in the classroom. I mean you learn a lot of vocabularies while the teacher is speaking and then you know how to pronounce it.” S17 added “I think that is good to make me fluent like speaking in Indonesian that makes it become a habit.” Those arguments were also supported by S8, “If we usually with English language, we will easier to speak English without wrong pronunciation and grammar.”

All of the students’ responses above are including in the components of speaking ability that was reported by Brown (2004) which are pronunciation, grammar, vocabulary, fluency and comprehension. The students mentioned earlier, therefore, proved that speaking ability may be created from the teachers’ awareness and habit to interact with their students or ask the students to make interaction with their friends in English Language. As a matter of fact, the students’ statements about English as a dominant language use in learning English is also supported by the students’ answers of interview questions number 4 and 5, as follows:

Q4 : *How do you answer the teacher questions? By using L2? By using L1? Mix both of the language (L2 & L1)? Just keep silent? Why?*

Q5 : *What language do you dominantly use to interact with your friends in your English classroom? What do you think about that?*

Based on Q4, some of the students responded that the students normally answer the teacher's question in English. As S5 said, "we should answer it in English. If I cannot answer it in English, I can answer it in Indonesian." Accordingly, the teacher prompted to all of the students to answer the teacher's question in English, not only in individual, but also in group. Furthermore, S4 responded, "I answer the teacher by using English only. First, when I came to fatih, I cannot speak English and then I study hard, and when the teacher asked me in English I can answer it". That statement was also supported by S1, S1 confessed "For me, English. Because as I said before, when the first time I came here, it was hard for me to speak English then now I can speak English little by little." From S4 and S1 reasons, it can be concluded that English would be hard for students in the beginning level of English language proficiency in which at this level the students do not have much knowledge about English. The beginner students are highly dependent on the teacher for models of language. The English teacher at SMA Teuku Nyak Arif faith Bilingual school has already maximized the use of English during teaching and learning English with the students in the beginning level of language proficiency. Thus, almost all of the students responded that they normally answer the teacher question in English.

In line with Q4, the answer for Q5 confessed that most of the students mainly used English when talking with their friends during English lesson.

During learning English, I use English to interact with my friends because the teacher is also asked us to speak in English. For me, that is not a problem. The important thing is we talk even though the grammar is still bad. (S7)

The argument above was also supported with the argument below;

I use English when talking with my friends because I usually talk to the teacher in English. It may improve my vocabulary to speak with my friends in informal way. I am not only focus on the formal language but also in informal language. One of the ways is talking in English with my friends. (S9)

Additionally, the other students mentioned that they felt comfortable and more confident to use English. As S5 mentioned, "Because all of my friends speak in English, it makes me have to try to speak in English too. English may improve my pronunciation and confidence."

### **3) Students' Motivation in Speaking English**

Most of the participants believed that their motivation in learning English specifically in speaking skill has been increased whenever they can understand the English used by an English teacher who use English as a medium of language instruction and interaction as much as possible in EFL classroom.

*Q6: Do you feel that the use of English in your English classroom may enhance your motivation in speaking English? Why?*

Based on the Q6, it was covered that they had various reasons about their motivation in learning English specifically in speaking skill, such as to continue their study abroad in the future and to be able to socialize with foreigners. Some of statements responded by some students including S14 said, "Yes, I got improvement when I am learning English by using full English in the classroom, for example, I can read international article and can communicate with foreigners." Therefore, it is quite natural that teacher who provides as much

exposure of L2 as possible in the classroom may lead to the students' output and input in learning English.

In addition, there were some students said that their motivation to speak well in English comes from their environment such as school and friends. As S8 said "In previous school, I was not using English in my English lesson, but using Indonesian, usually. On the other hand, in this school all of students here must speak in English. So, it can enhance my motivation to speak well in English." Regarding to S8 responded that Fatih Bilingual School are including Elementary School, Secondary School and Senior High School, in one area. Most of the students here had previous study at junior high school Fatih Bilingual school. On the other hand, there are some students at this senior high school who have different educational backgrounds of their previous school (environment) which was junior high school in which the school does not implement bilingual approach but leads to the use of students' L1 (Indonesia) in learning the target language. Most of the students here who have different previous study were motivated by the students who had previous study at faith Bilingual school. Most of them were motivated in the use of English language, as one of the statements mentioned earlier. Moreover, another participant who had the same opinion like S7 added:

"Sometimes I see my friends here can talk in English well. Because I was graduated at ordinary junior high school and I see my friends here were graduated their junior high school also from here. It makes me think that they can speak English well, then I can do that too. I will try." (S7)

Providing a "role model", in consequence, was another positive point that the students brought up. In spite of their teacher's first language not being English, all the interaction with the students were kept in English and this seems

to have inspired and motivated the students. Comments from students included “My teacher is Indonesian, but she did not speak Indonesian. I want to be like her.” and “I thought I have to improve my English to communicate with my teacher.” In brief, motivation could be emanating from internal and external, and teacher plays an important role in responding to students’ motivational drivers.

#### **4) The Impact of Classroom Language Use on Students’ Speaking Ability**

All of students perceived that L1 used gave some benefits for the students in learning English, such as helping both teacher and students to process the complex ideas and to easily understand the complicated words of new vocabularies in English. On the other hand, based on the data gained from some questions in interview covered Q7, Q8 and Q9, it was revealed that the use of L2 dominantly as a language of instruction in EFL classroom may affect the students’ speaking ability.

*Q7: How does the use of English in your English classroom affect your pronunciation in speaking?*

*Q8: How does the use of English in your English classroom affect your fluency in speaking? ;*

*Q9: How does the use of English in your English classroom affect your vocabulary?*

All of students responded that the use of classroom language (L1 and L2) in learning English in the classroom may affect their speaking ability such as

vocabulary, fluency, pronunciation, etc. Along with the previous student's comment, a positive aspect of the teacher using only English can be seen mostly by the students in their speaking ability. Interestingly, there is a student said that using English in English classroom may affect her pronunciation, she said that there is one of her friends who has different pronunciation or accent used while speaking in English, her friend speaks in British accent while she speaks in American accent and she got confused sometimes with that. Therefore, she got a new knowledge from that about pronunciation. Moreover, another student commented that her pronunciation effect during she speaks in English, and it makes her become more confident in speaking.

There is a listening part in English where we listen and we have to repeat what it says. So, it is like we usually listen to it and we like catch.. "Ooh, this one you have to do like this, we have to do like this without tongue". (S10)

Furthermore, the use of English in EFL classroom may affect the students' fluency in speaking. As S9 said:

Speaking English every English lesson meeting may affect my fluency in speaking because as my teacher speaks in English and my friends also speak in English. We are getting used to it. Therefore, our L2 is becoming like our L1 because we use it on the daily basis. So, we are more fluent to speak in English like we are speaking in Indonesian too. (S9)

In addition, most of the students said that using English in during teaching learning English in the classroom may increase their vocabulary.

English has its own meaning even though the word is only one, but one word has lots of meaning or different meaning. For example, there is a word that suitable the meaning to this sentence or that sentence. Like that. So, it can improve my vocabulary. (S6)

In addition, all of the impacts of classroom language use on the students' speaking ability were also proven from the way the students answer the researcher's interview for this study. Most of the students answer the researcher's questions of the interview in English only, some of them answer it in mix both of English and Indonesian and only two students answer it in Indonesian.

Therefore, all of the participants agreed that all the interactions not only between teacher and students, but also among the students themselves were kept in English may help the students to enhance their speaking ability. As S4 said, "I think the use of English only in the classroom can help me to increase my speaking skill."

#### **b. Teacher's Interview**

To obtain additional information about the use of classroom language in EFL classroom, there was one of English teachers who taught English at grade 11 A that was chosen to be a participant. The teacher was interviewed in October 12<sup>th</sup>, 2018. The questions were related to the teacher's opinion about the use of classroom language during teaching and learning English and its impact on the students' speaking ability.

In an English lesson of the second grade at SMA Teuku Nyak Arif Fatih Bilingual school, it was known that the English teacher was dominantly using English. The teacher said that in English classroom, especially, the students should use English only, both the teacher and the students themselves.

In my opinion, based on my experience also, using English during teaching and learning English is very important. So, even the teacher is Indonesian, students should talk in English during the lesson for English

lesson. Because it is very important, even we need sometimes to explain and translate it also in English. We use another words to explain it in English. Moreover, we encourage the students to use even the dictionary not Bahasa to English or in contrary, but English to English, and our textbook also publish Cambridge book so the material is full English. (Teacher)

Along with the students' need of L1 in the English classroom, the teacher argued that if the teacher explained in Indonesian, they do not want to force themselves to understand something in English, because the students will wait the teacher to explain it in Indonesian. Therefore, the teacher minimizes the students to use L1 in EFL classroom. The teacher claimed, "By keeping the students to understand English by using English language in the classroom, the students the one who do not know or feel difficult to understand, they will try to find out what is that."

In this connection, the teacher reported that most of the students in grade 11 understood the use of English as a language of instruction or communication. She added that if there are some students who do not understand the instruction, the teacher will explain it for several times with really slow way to make the student understand even sometimes the teacher need to use her body language to help the students understand the instruction.

It indicates that the use of English in the classroom will help to maintain a good English speaking atmosphere which will help the students focus on learning and using English. As the teacher said:

To improve the students' speaking ability, the important thing is to encourage them to keep practice. Because English is a language, therefore, we have to practice it. So, if we do not encourage the students to speak in English class, out of the class we cannot control. So, using English in the



class is very useful to make the students fluent in English, to improve vocabulary, and to make them confident. (Teacher)

Based on the teacher responses, it can be concluded that the teacher truly maximized the use of English as a language of interaction or instruction in the classroom. Even though there are some students who have less or do not understand the meaning of a word in English, the teacher will keep delivering the meaning of the word not in the first language but she would try to explain it in English.

### **B. Classroom Observation**

In this study, the data of classroom observation was needed to know the use of language during the process of interaction either between teacher and students or students and students during teaching learning English. The observation was conducted one meeting in November 1<sup>st</sup>, 2018. After doing observation, the researcher described the result of observation sheet in teaching and learning process as follows the use of L1, the use of L2 and students' impact on their speaking ability.

Based on the observation, the teacher played a role as a facilitator, controller and organizer in the classroom. During teaching and learning English process, the teacher dominantly used English (L2) as a medium of interaction or communication with the students in the class, such as giving instruction, organizing task, maintaining of discipline, explaining grammar and gaining contact with individual students, etc. However, Indonesian (L1) was also needed when the teacher asks a question and then one of the students did not understand

it, as a result the student asked to her partner about the teacher's question in Indonesian, after that the student try to answer it in English. Moreover, Indonesian was needed when the students do not understand a meaning of a word in English then the teacher mentioned it in Indonesian.

When listening section, the teacher and students watched the video and listened to the video carefully. After listening, the students answered the question that was provided in the textbook based on what the students listened to the tape recorder. Thus, the students discussed it together with their teacher. The teacher has a good teaching strategy, such as listening section, discussing the topic material, gain contact with individual students, building shared meaning of difficult words while evaluating listening task through shared discussion. The teacher motivated the students to speak in English every meeting; inside and outside classroom and memorize the vocabulary.

The teacher and students have built a good interaction. The teacher asked questions to some students about the topic discussion. As well as the students, they also have built a good interaction with their friends. All of the interaction or communication that was built in the classroom dominantly used L2. Although, there were a few students paid less attention from the teacher's interaction and passively participate in the class.

### **C. Document Analysis**

The documents which were analyzed in this study were included as public documents of the school such as vision and mission of the school, curriculum and English textbook.

Vision and Mission of the school

#### **SMA TEUKU NYAK ARIEF FATIH BILINGUAL SCHOOL**

##### **VISION AND MISSION**

VISION: the creation of a golden generation with noble intention, high intelligence, global wisdom and traditional Indonesian culture capable of implementing them within the society.

Mission:

1. Making the school the best education institution for personal development of students and teachers.
2. Improving the quality of understanding and professionalism among teachers according to the latest development.
3. Preparing the students to continue their study to hire tier with a high quality learning system and implementation of the latest technology.
4. Developing compassion towards each other, loyalty to the country and nation among the students.
5. Improving the roles of society (students' parents) in learning activities.

Based on the vision and mission of the school above, it can be deduced that there is no policy significantly from the school about the language use for students in the area of the school environment.

In addition, based on the data gained from document of curriculum at Fatih Bilingual School, it is noted that the school has a unique curriculum that covers Indonesian national standards, SAT (Scholastic Assessment Test) Subject topics, which is one of the important admission factors of world top ranking universities. It is unique because it combines the science and life experiences into a single curriculum. Thus, the student who gets education in the school system does not feel anxious. With a sound basis of national and international curriculum and supported by competent local as well as foreign teachers, students are trained to habituate a global attitude, whereby they will be enabled to interact effectively in international environment including a readiness to pursue overseas education. The school provides bilingual education in natural and social science education. Natural science subjects such as Math, Physics, Chemistry, and Biology are taught in English, whereas social science subjects such as Indonesian, Art and Music, Religion, etc. are taught in Indonesian.

Furthermore, based on the document analysis of the English textbook, it is covered that the school provides Cambridge English Empower published by Cambridge University Press in 2015 which is used by the students at grade 11 of SMA Teuku Nyak Arif Fatih Bilingual School. Therefore, it can be deduced that all the interactions either between teacher and students or the students themselves

were kept in English because all the materials in the students textbook are full in English.

## **B. Discussion**

After analyzing the findings of the data gained from interview, observation and documents, it is necessary to discuss the result of study. Regarding to the first research question which was aimed to investigate the students' opinions toward the classroom language use in EFL classrooms, this study showed that both teacher and students dominantly use L2 (English) as a medium of language instruction or communication during teaching learning English in the classroom. Based on the data gained from interview, this study revealed that the students' responses to the classroom language use in EFL classroom were positive with stating that the maximize use of L2 as medium of language instruction or communication was necessary to be applied in EFL classroom.

However, there were a few students feel the need of L1 used during learning English that was when processing the complex ideas, and conveying and checking meaning or complicated words in English. Wells (1999 as cited in Morahan, n.d) stated, "L1 vocabulary allows learners to use language which they may not yet possess in L2 in order to process ideas and reach higher levels of understanding." Cook (2001) pointed out in the chapter II previously that there were several reasons for teacher to use L1 in the EFL classroom. One of them is to convey and check meaning. Even though during teaching learning English, both teacher and students should use only English in the classroom, it does not mean that the use L1 in EFL classroom is unnecessarily at all. Because L1 is the

students' native language and L2 is a foreign language for them. Therefore, L1 has a role in EFL classroom in helping both teacher and students to say something difficult by rephrasing and simplifying it (Dujmovic, 2007). Moreover, Cook (2001) added that teacher can positively incorporate the first language into second language learning when teaching new vocabulary and checking the meaning. Teaching new vocabulary and checking the meaning were key uses for the first language.

On the other hand, along with the students' need of L1 in the English classroom, the teacher argued that if the teacher explained in Indonesian, they do not want to force themselves to understand something in English, because the students will wait the teacher to explain it in Indonesian. Therefore, the teacher minimizes the students to use L1 in EFL classroom. Turnbull (2001 as cited in Tsukamoto, 2011) argued that the use of L1 in the classroom takes away the students opportunity to have contact with the target language when they do not have much contact outside the classroom. It could also lead to demotivation of the students.

In line with that, the findings of documents analysis such as vision and mission of the school, curriculum and English textbook showed that the students' positive perception toward the use of English dominantly by the students and teacher during teaching learning English was also supported by the documents which were analyzed in this study. The school had provided the appropriate curriculum and English textbook which were gave the positive impacts on the students' English proficiency.

The second research question was aimed to describe the students' perceived impacts of classroom language use on students' speaking ability in the EFL classroom. Based on the data of interview and classroom observation, this study revealed that classroom language use (L1 and L2) give some impacts for the students on their speaking ability, among of them are: the use of L1 in EFL classroom may help the students to easily understand the complicated words in English and help them to understand new vocabulary in English.

Furthermore, the students' positive perceived impacts of the maximize use of L2 on the their speaking ability are: (1) the students who have lower or less understanding in speaking English were motivated by the maximize use of English as the language of instruction during teaching learning process to use English more often either with their teacher or with their friends so that their speaking ability become better. (2) The maximize use of English during teaching learning process makes the students get used to speak in English rather than Indonesian. On the other word, by keeping the students to practice in speaking English in every English lesson, the students would become familiar with English so that it effects on the students speaking English fluently. (3) By using English as much as possible in the classroom, the students are familiar with English and they know how to pronounce any words correctly even the new words because speaking in English has become a habit for them. Hence, All of the positive impacts of the L2 used on the students speaking ability lead to the components of speaking which was pointed out by Brown (1994) in chapter II previously, which were pronunciation, grammar, vocabulary, fluency and comprehension.

Furthermore, the students' impact of the maximize use English as the language of instruction on their speaking ability was also proven from the students' answers of this research interview. Most of the students answer the interview questions in English.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusions and suggestions of this study. In this section, the analysis of the data and the discussion of the finding would be reiterated and summarized accordingly. Some suggestions are presented regarding the proposed study and recommended future works related to the study that could be conducted by other researchers.

#### **A. Conclusion**

The findings of this study reveal that the use of classroom language either between teacher and students or among the students themselves at the second grade of senior high school Teuku Nyak Arif Fatih Bilingual School is dominantly used L2 in learning English. Regarding the result of this study which was based on the result of the data analysis and interpretation of the data gained from interview, observation and document analysis, it can be concluded that students show the positive perceptions toward the maximize use of English as a language of instruction and communication in the English classroom which is proved by the central tendency of all participants' statement in interview section. However, there were a few students feel the need of L1 during learning English that was when conveying and checking meaning or complicated words.

In addition, there are some perceived impacts of the classroom language use for students in learning English especially on the students' speaking ability; the use of L1 in EFL classroom may help the students to process the complex ideas and to easily understand the complicated words of new vocabularies in

English. Furthermore, the students' positive perceived impacts of the maximize use of L2 on their speaking ability are: (1) the students who have lower or less understanding in speaking English were motivated by the maximize use of English as the language of instruction during teaching learning process to use English more often either with their teacher or with their friends so that their speaking ability become better. (2) The maximize use of English during teaching learning process makes the students get used to speak in English rather than Indonesian. On the other word, by keeping the students to practice in speaking English in every English lesson, the students would become familiar with English so that it effects on the students speaking English fluently and they would feel confident and comfortable to use English. (3) By using English as much as possible in the classroom, the students are familiar with English and they know how to pronounce any words correctly even the new words because speaking in English has become a habit for them.

## **B. Suggestion**

Further research toward classroom language use is recommended as this issue could be approached from many different perceptions. The current study obtained the result of study at school where the school has applied the maximize use of classroom language in English as a foreign and target language to be the language of instruction in learning English instead of Indonesian as the teacher and students' native language. Therefore, it is suggested for further research to take the number of participants in comparable both schools or classes who have different aspects in classroom language use in which each of the schools or classes

use dominant English and less dominant English. In any case, it is suggested for further research to investigate the students' perception toward the use of classroom language in EFL classroom at the beginner students in learning English in which at this level the students do not have much knowledge about English. In the meantime, the current study was investigated the students' perception at the intermediate students in learning English in which the students have had the prior knowledge of the target language.

Furthermore, it is recommended for further research to employed quantitative research approach by using additional instruments such as questionnaire considering the number of participants which will be taken for the sample of the study. Additionally, this study focused on the students' perception toward the impact of classroom language use on students' speaking ability. On the other hand, it is worthwhile for further research focusing the impact of classroom language use on the students' ability such as speaking in order to see the effectiveness of the classroom language use on the students' speaking ability.

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**Nomor : B- 8849/UN.08/FTK/KP.07.6/09/2018**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- MEMUTUSKAN**

- Pada Tanggal: 10 September 2023  
 An. Rektor  
 Dekan  
 Muslim Razali

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;





**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : [www.tarbiyah.ar-raniry.ac.id](http://www.tarbiyah.ar-raniry.ac.id)

Nomor : B- 7455 /Un.08/TU-FTK/ TL.00/07 /2018

23 Juli 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Millatina
N I M	: 140 203 088
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: VIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Montasik-Indrapuri Gampong Piyeung Datu, Kec. Montasik, Aceh Besar

Untuk mengumpulkan data pada:

**SMA Teuku Nyak Arif Fatih Bilingual School Putri dan SMK Negeri 1 Banda Aceh**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Perceived Impact of Classroom Language Use on Students' Speaking Ability in EFL Classroom.**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An, Dekan,  
Kepala Bagian Tata Usaha,  
M. Said Parzah Ali

Kode 8310



# PEMERINTAH ACEH DINAS PENDIDIKAN

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Nomor : 070 / B.1 / 7717/2018  
Sifat : Biasa  
Hal : Izin Pengumpulan Data

Banda Aceh, 10 Agustus 2018  
Yang Terhormat,  
Kepala SMA Fatih Bilingual School Putri  
di -  
Tempat

Sehubungan dengan surat Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-7455/Un.08/TU-FTK/TL.00/07/2018 tanggal, 23 Juli 2018 hal: "Mohon bantuan dan keizinan melakukan Pengumpulan Data", dengan ini kami memberikan izin kepada:

Nama : Millatina  
NIM : 140203088  
Program Studi : Pendidikan Bahasa Inggris  
Judul : "The Perceived Impact of Classroom Language Use on Students' Speaking Ability in EFL Classroom"

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;
3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dan Kepala Sekolah;
4. Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terimakasih.

a.n. KEPALA DINAS PENDIDIKAN,  
KEPALA BIDANG PEMBINAAN SMA DAN

PKLK  
ZULKIFLI, S.Pd, M.Pd  
PEMBINA Tk.I  
NIP.19700210 199801 1 001

Tembusan :

1. Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswa yang bersangkutan;
3. Arsip.



## SURAT KETERANGAN

No : 041/TNA-3/SKT-C/XI/2018

Yang bertanda tangan di bawah ini, Kepala SMA Teuku Nyak Arif Fatih Bilingual School, dengan ini menerangkan bahwa :

nama : **Millatina**  
NIM : **140 203 088**  
program studi : **Pendidikan Bahasa Inggris**  
fakultas : **Tarbiyah dan Keguruan**  
jenjang / PT : **S1 / UIN Ar-Raniry**

Benar yang namanya tersebut diatas telah selesai mengambil data di SMA Teuku Nyak Arif Fatih Bilingual School dalam rangka menyelesaikan penyusunan Skripsi dengan judul : *"The Perceived Impact of Classroom Language Use on Students' Speaking Ability in EFL Classroom"*.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Banda Aceh, 1 November 2018

Kepala Sekolah



BANDA ACEH

**Interview guideline for students**

**The Perceived Impact of Classroom Language Use  
on Students' Speaking Ability in EFL Classroom**

1. What language does your teacher dominantly use during teaching learning English in the classroom? What do you think about that?
2. Do you feel the teacher need to use Bahasa Indonesia in your English classroom? If yes, when do you feel the need?
3. What was good about the teacher using English in the class? What was not good about the teacher using English in the class?
4. How do you answer the teacher questions? By using English? By using Bahasa Indonesia? By using Mix both of the language (English & Bahasa)? Just keep silent? Why?
5. What language do you dominantly use to interact with your friends in your English classroom? What do you think about that?
6. Do you feel that the use of English in your English classroom may enhance your motivation in speaking English? Why?
7. How does the use of English in your English classroom affect your pronunciation in speaking?
8. How does the use of English in your English classroom affect your fluency in speaking?
9. How does the use of English in your English classroom affect your vocabulary?

### **Interview guideline for teacher**

#### **The Perceived Impact of Classroom Language Use on Students' Speaking Ability in EFL Classroom**

1. What do you think about classroom use during the process of teaching and learning English in the classroom? Do you think it is important for teacher to use English in the classroom?
2. Do you prefer to teach English with English language only? Or Bahasa Indonesia only? Or mix both of the language (L1 and L2) in the classroom?  
Why?
3. What difficulties do you have when trying to use English in the classroom?
4. In your opinion, what are the advantages of using English in the classroom?
5. Do you feel that you need to use Bahasa Indonesia in the classroom? If yes, when do you feel the need?
6. Do your students understand when you use English as language of instruction in the classroom? What are they response?
7. From your perspective, what do you do to improve the students' speaking skill?
8. Do you think that classroom language used have a positive impact on students speaking ability?

### **Observation Guidelines**

1. The use of classroom language in EFL classroom
  - ☒ The teacher dominantly interacts with the students in L2 during teaching learning English
  - ☐ The teacher dominantly interacts with the students in L1 during teaching learning English
  - ☐ The teacher dominantly interacts with the students in mixing both of the language (L1 & L2) during teaching learning English
2. The students respond to the teacher
  - ☒ They answer follow direction/instruction
  - ☒ They display understanding
  - ☒ They are respectful
3. The students answer the teacher's questions
  - ☒ They answer in L2
  - ☐ They answer in L1
  - ☐ They answer in mixing both of the language
  - ☐ Just keep silent
4. the students often make a conversation/interaction with their friends in
  - ☒ L2
  - ☐ L1
  - ☐ Mix both of the language
5. The teacher often use L1 during teaching learning English
  - ☒ Convey and check meaning of words or sentence
  - ☐ Explain grammar
  - ☐ Give instruction
  - ☒ Explain complex ideas
  - ☐ Organize task
  - ☐ Maintain of discipline
  - ☐ Gain contact with individual students
6. The students often use L1 during teaching learning English
  - ☐ ask each other for clarifying questions
  - ☐ express frustrations concerning their lack of understanding
  - ☒ clarify meaning of words in L2
  - ☒ find new words in L2 which correspond to already known words in L1
  - ☒ use language to process complex concepts
  - ☐ build shared meaning while evaluating written tasks through shared discussion

## **AUTOBIOGRAPHY**

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3. Sex : Female
4. Religion : Islam
5. Nationality/Ethnic : Indonesia/Aceh
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10. Parents' Name
  - a. Father's Name : Kusmayadi
  - b. Occupation : Civil Servant
  - c. Mother's name : Syammah
  - d. Occupation : -
  - e. Address : Jl. Montasik-Indrapuri, Gp. Piyeung Datu No.  
5 Aceh Besar
11. Educational Background
  - a. Elementary School : MIN Piyeung, Aceh Besar, graduated: 2008
  - b. Junior High School : MTsN Montasik, Aceh Besar, graduated: 2011
  - c. Senior High School : SMKN 1 Banda Aceh, Banda Aceh,  
graduated: 2014
  - d. College : Department of English Language Education  
Faculty of Education and Teacher Training  
UIN Ar-Raniry, graduated: 2019

Banda Aceh, 27 Desember 2018

The writer

**Millatina**