

STUDENTS' PERCEPTIONS TOWARD TEACHER'S TALK IN EFL CLASSROOM OF INDONESIA SENIOR HIGH SCHOOL: A CASE STUDY

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ABSTRACT

This study is a case study to investigate students' perceptions toward teacher's talk in EFL (English as a Foreign Language) classrooms. It is conducted for two months on a single entity as the research subject, ie on 35 Eleventh-graders with varying English language skills and an English teacher. Since it focuses only on a certain entity, the results of the study cannot be generalized to the broader context. This study uses a qualitative approach by showing data from the results of questionnaires, observations and interviews with research samples. The study focuses on a research question on how Eleventh graders' perception on a teacher's talk in EFL classrooms. Regarding to the research question, it aims to determine the thoughts of students on teacher's talk, so that the teacher can organize and modify the class based on the perceptions that can implicate the learning process by reducing students' anxiety. It provides students opportunities to be able to process information or lessons learned more comfortably, thus it reduces obstacles in learning. The findings of the study show that the majority of students of Eleventh-grade want to fully use English although they still have difficulties in understanding and feel less confident in using English.

Keywords: students' perception, teacher's talk, reason, attitude, first language

INTRODUCTION

According to the observations, the problems currently raised among senior high school students are the lack of willingness and ability to participate actively in expressing their feelings, experiences and thoughts, while the student participation in the classroom contributes to the success of teaching-learning. Their active participation during the learning process has an impact on the variety of learning practices and provides opportunities to practice in developing their language skills. It implies the emergence of their motivation that is in their ability to express their feelings, experiences, and thoughts in speaking and participating in teaching-learning in the classroom which may be a solution in improving students' participation and their English proficiency in the classroom.

One of the important aspects of the students' willingness and ability in the learning process in foreign language classrooms is the teacher's talk. There is still a debate among experts on the use of the first language in the process of teaching-learning in the classroom that also make two great opinions on the importance of the teacher's talk (Miles, 2004), whether the use of the target language in foreign language classes would help or impede the process of acquiring foreign languages for students.

Some experts support the use of the first language in teacher's talk in foreign language classes. Atkinson (1993) states that communicative method can be integrated with selective use of first language. Cole in Myojin (2007) claims that the first language may be used for the elementary to intermediate level of English. It is especially at the low level of foreign language skills which still translate word by word, and explaining the use of grammar can help and shorten the time. Margaretha in Sumiarsih (2015) also thinks that the cause of the first language use is the low level of the English proficiency of the students.

Besides, Cook (2008) who agrees the use of target language only in language classes still believes that a lot of exposure and the use of target language like the use of mother tongue will be able to help the process of students' language acquisition. Ellis (2005) elaborates if learners do not

get a lot exposure of the target language then they will find it difficult to acquire and to get used to using the target language they learned. The more exposure they receive, the faster they learn. In line with Auerbach's (1993) thought in his writings, "The more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it and begin to think in English; the only way they will learn it is if they are forced to use it." Accordance with Auerbach (1993) above, the greater the English language exposure to students, the bigger and faster they use and become accustomed to using English or target language learned.

In relation to the explanation above, this study intends to examine deeper into perceptions toward the argued theories from the students' point of view. The author believes that paying attention to the student's point of view or perception is important for the teacher in deciding the instructions used whether it is in line with the classroom conditions, not just based on the theory that is according to the teacher is appropriate. It is because the students' perceptions of the teacher's talk, either full English or mixed with Indonesian as the first language (bilingual), is a representation of the willingness and ability of students in English language classes. For example, if the teacher fully uses the target language to students who have weak language skills, then most likely students will experience failure to understand the teacher's instruction. This idea is in compliance with the opinion of Pablo, Lengeling, Zenil, Crawford, & Goodwin (2011) that "the student language level seems to be important in order to determine the amount of L1 in class. But with the beginners if you do not use their language, they get blocked, you begin notice they are blocked and they do not improve."

Therefore, the author focuses on the research question on how the students' perceptions of Eleventh-graders towards the teacher's talk in English language classes. By realizing the student's reasons on the teacher's instruction in the English class, the teacher can understand them and may decide on appropriate instruction to be used for its classroom conditions. This study uses qualitative approach to show data in the form of descriptive and categorical based on patterns that arise from the questionnaire, observation and interviews with the research samples. Through this data processing, it is expected that the phenomenon that occurs can be explained and described holistically.

The study includes theoretical and practical matters. In theoretical matters, it is hoped that it can contribute to the importance of teacher's talk which supports one theory about teacher's talk from students' perceptions through empirical evidence. In practical matters, it is intended for some parties, namely teachers, school institutions, and other researchers. For teachers, the results of this study may extend the teacher's understanding in determining the approach taken through the instructions used in the English classes, so that the instructions can be a comprehensive input for the students. The use of teacher's talk according to the needs of students can support the success of the English learning process. For educational institutions, in this case it is in a senior high school, the study can be a reference to support institutional policies that give teachers the freedom in determining the instruction used, either using full English or bilingual, in the classroom by adjusting the needs or conditions of learners in the English language classrooms. For other researchers, the results of the study can be used as reference for further research on the same topic.

Literature Review

Before investigating and analyzing students' perceptions and opinions of teacher's talk in English classes with full English or bilingual, we need to know the definition of perception, then review the theories of teaching methods that support the full use of target language or bilingual teaching methods involving the first language in the teaching process to the use of the first language in teacher's instruction in foreign language classes, as well as the attitudes of students in response to their perception of the teacher's talk to answer the research question in this study. Moreover, the researcher will include a summary of previous studies that support the study.

Bilingual Education

One of the steps of the American government in facing the demands of educational rights for immigrants is to make bilingual education policy. Baker (2011) defines bilingual as the ability of a person who is fluent in one language and a little fluent in one other language. However, this bilingual teaching received responses from some researchers that bilingual education does not improve the educational level of students who participate in bilingual programs. Furthermore, schools should prepare teachers who are able to communicate in two languages and make the curriculum also in two languages. The issue has prompted the government to reinstate the English Only policy in English teaching, and to limit any communication and interaction to English only. It begins the debate among language experts who support teaching with only one target language or monolingual and who support bilingual or two-language teaching (Sharaeai, 2012).

The scholars supporting the use of bilingual in foreign language teaching classes are Miles (2004) suggesting that although the target language plays an important role for student exposure, the use of the L1 may also be useful to the learning process of foreign languages (Sumiarsih, 2015), and Cook (2001) also adding that the role of the L1 in the process of learning foreign languages cannot be eliminated. Sumiarsih (2015) mentions about the benefits of using the L1 can be seen in terms of cognitive, psychological and sociocultural. In terms of cognitive, students will find it helpful in understanding the target language. In term of psychological, students will feel more confident and reduce their anxiety. In terms of sociocultural, according to Hoff's research (2013), the use of the first language can help students develop the zone of proximal development (ZPD) in completing tasks with optimal ability through the help of others. Cook (2001) explains that the use of the L1 can provide a positive function for several reasons, such as:

- (1) To explain and to examine meaning
- (2) To explain and to teach the structure of language
- (3) To manage learning in the classroom
- (4) To describe activities and tasks
- (5) To gain contact with the learners

One of language experts supporting monolingual (English only) in English language teaching is Cook (2008) which states that target language learning should be like studying the mother tongue, that is by getting full exposure. It is supported by Auerbach (1993) that the process of learning a foreign language is done by imitating the process of learning a mother tongue created by giving full exposure without the use of the mother tongue. Ellis in Sumiarsih (2015) adds that if the learners do not get full exposure, the learners have difficulty and are not accustomed to using the target language learned.

Teachers' talk

According to Nunan (1991), teacher's talk refers to the language used by teachers in organizing classes and language teaching. This is a very important teacher tool for applying lesson plans and as a source of students' input. Cameron & Larsen-Freeman in Jing (2018) suggests that while the language in the syllabus and textbook is fixed and stable, it can be dynamic when it is practiced in classroom. The language used in the classroom is as an ongoing interactive adjustment process between teachers and students, students and students, also teachers and textbooks. Therefore, the teacher's talk is not something fixed and unchanging (Jing, 2018). Hoff (2013) also stated that teacher's talk is a primary factor for supporting learning process of foreign language.

Many studies have focused on the teacher's perception for first language use in the English classroom with different views as pros and cons (Miles, 2004). Hidayati (2012) investigated in her study the use of Bahasa Indonesia in general English which taught grammar, TOEFL, and English presentation. In this study, teachers used the first language to explain difficult vocabulary, grammar

points, classroom instructions, and social interaction among teachers and students. She found that the more teachers used first language, students claimed the degree of interaction increased. They could understand, communicate, and participate during the learning process. This study indicated teachers' perception of using the first language could make the learning process easier. However, there were some instances of first language overused when Bahasa was used to give instructions for activities and warm-up activities.

On the other hand, Huang's research in Sharaeai (2012) investigated found that students' opinion about teachers' use of first language should not be exceed twenty five percent of the amount teaching time in the English classroom. As the students' perception, when the teacher overused of the first language, they would have little chances to listen, use and practice their English ability.

Students' attitude towards L1 Use

Although the students' perception on L1 use is very meaningful, it has not been too much discussed. Frequent discussions are usually only related to the teacher's perception. For example, in Sharma's study in Sharaeai (2012) examines the purpose and the frequency of L1 use in junior high school teachers in Nepal. Sharma finds the teacher's purposes are to explain new concepts and new vocabulary, to instruct some activities, and to explain the rules of language structure. On the contrary, Sharma finds that Nepali is more widely used by students in English classes. Nevertheless, only 1% of students expect Nepali to be widely used in English classes.

The same findings found in Alshammari's study quoted by Sharaeai (2012) about the opinion of 54% of students that Arabic as the L1 should be used in explaining new vocabulary and 5% of them agree the L1 used to give instruction. However, an interesting finding is that only 21% of students agree that Arabic should be used in English classes.

Thus, the studies above in general there has been little research investigating opinions of students' perceptions of the use of teacher's talk in English classes in the context of their experience.

RESEARCH METHODOLOGY

Research Design

This study is a case study with qualitative approach. This approach aims to present detailed information on a single subject or entity (Nunan & Bailey, 2009). To find out the students' opinions on the instruction used by teachers in English classes, researchers collect data using qualitative approach and surveys. This research will be conducted for the 35 eleventh graders high school in Bogor. The study is conducted in the second semester for approximately two months, assuming that within two months there are 8 meetings. The eleventh graders are taught by the same one English teacher, so the teaching methods used and the instruction given to the students do not become a variable that can confuse the research results. Furthermore, the researcher processes some information obtained from the questionnaires, observation, and interviews.

Technique of Data Collection

To answer the research question, the research tried to describe the variables that influence the research result, then describe the data collection technique along with the reason of the use of the techniques. The variables that influence the research result are students' perception on the choice of the instruction given by the teacher in English classes.

Table 1. Data collection techniques

Techniques	Tools	Objectives
Questionnaire	<i>Close-ended question</i>	To collect data of students' perception toward the teacher's talk in EFL classes. Whether the teacher's instructions are fully

		in the target language or mixed with Indonesian language, also to investigate other data-related exposure.
Observation	<ul style="list-style-type: none"> - Observation instrument - Field note - Video camera 	<ul style="list-style-type: none"> - To note down and record events in the class - To record and collect detailed and comprehensive information so as to enrich the observational data
Interviews (semi-structured)	<ul style="list-style-type: none"> - List of questions for interview 	To view and obtain data on the perception of the research subject by asking, eliciting, and seeing the reaction.
Documentation		<ul style="list-style-type: none"> - To collect research materials that can enrich the analysis and the data results. Documents collected include: questionnaire sheets, interview transcript and observation.

Data Analysis

In every observation, although the researcher sits in the classroom to observe the teaching-learning process, the teaching goes normally and without being manipulated. It can be shown in the observation videos. The teacher seems to increase the tone of speech and uses Indonesian language, as well as the natural-looking (unrefined) student responses in response to teacher's instructions. The process of collecting data through video recording during observation is transcribed and analyzed to determine the number of teacher's instructions in the classrooms and also to know the usefulness or function if the use of Indonesian language as the first language of the students in the process of teaching Indonesian language.

To support the conclusion of the study, the questionnaires are distributed to all Eleventh graders, 35 students, to see the student opinions on the teaching process given by the English teacher related to the classroom instructions. It was also intended to understand the reasons of students' attitudes in language learning process. Three of them are absent and one student does not respond to some questions because of being confused. So, the total of the students who fill the questionnaire are 32 students. The researcher also interviews the teacher to understand the background and beliefs on the teaching methods adopted as it affects every decision taken while teaching in the classrooms.

RESULT AND DISCUSSION

Discussion

By the problems of the lack of willingness and ability to participate actively in the expressing thoughts or opinions among senior high school students in the classroom, teachers have to pay much attention in it. Because of it, it is important for teachers to consider the students' point of view in deciding teachers' talks or instructions using full students' target language, students' first language, or bilingual/combined/selective.

As Myojin (2007) study resulted students' listening comprehension skill were more improved when the teacher used less Japanese (L1) than English (L2) in an EFL classroom instruction. However, many students felt anxious in the beginning of the lesson when the teacher used full English instruction). Beside the improvement in the listening comprehension skill, Myojin's study still had several questions and limitations, such as might the English-only environment in a classroom could cause problems in students' other skills for understanding the

essential aspects of the lesson. Therefore, this study focused more to the students' perception in order to increase their understanding and interaction in the classroom.

Result

Table 1 below shows the composition of perceptions of students towards the use of teacher's talk in English classes obtained through the questionnaires. The results shows that the overall Eleventh-graders agree the English teacher uses English in her class instructions to convey meaning or sentences, to manage classroom discipline (e.g. to calm busy classroom situations), to manage learning activities, to explain the structure of language, and to interact with students.

Table 2. Students' Perceptions Toward English-Only Use in The Classroom

No	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
Teacher should be only use English...					
1	To deliver word, phrase, sentence meaning	0%	66%	31%	3%
2	To maintain classroom discipline	0%	53%	34%	13%
3	To manage classroom activities	0%	63%	31%	3%
4	To explain difficult grammar	6%	53%	38%	3%
5	To gain contact with individual students	0%	47%	47%	6%
6	To organize task	0%	44%	50%	6%
As Learner, I ...					
7	Always understand teacher's talking in English	9%	41%	50%	0%
8	Prefer teacher use English-only than Bahasa	25%	38%	38%	0%
9	Always ask when I don't understand	9%	50%	41%	0%
10	Feel the English-only learning is easier than bilingual (L1 use)	3%	34%	63%	0%
11	Feel the teacher's use of English-only can improve listening skill	28%	66%	6%	0%
12	Feel the more we use English, the more our skill increased	28%	63%	9%	0%
13	Usually listen kind of music, video, film, etc to improve English skills	28%	59%	13%	0%

As shown in figure 1 below, more than 50% of students enjoy full English lessons, although some students admit at the beginning of learning to feel nervous or uncomfortable but enjoy them later. Although some students are not always fully understood the English instructions and most of students feel not easy in the learning process (shown in figure 2), but most of students preferred teacher's instructions given in full English, as shown in table 1 above.

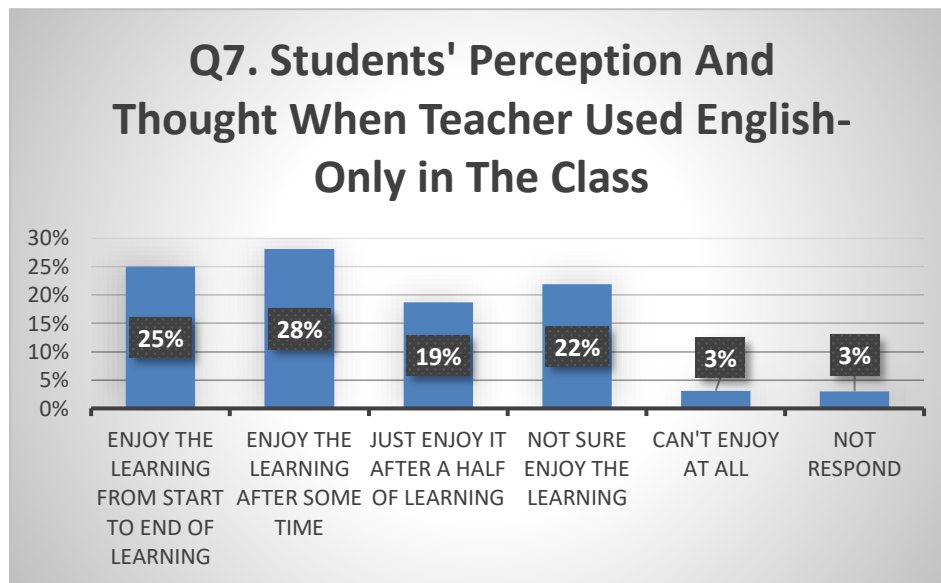


Figure 1. Students' Perceptions Toward Teacher's Talk in The Classroom

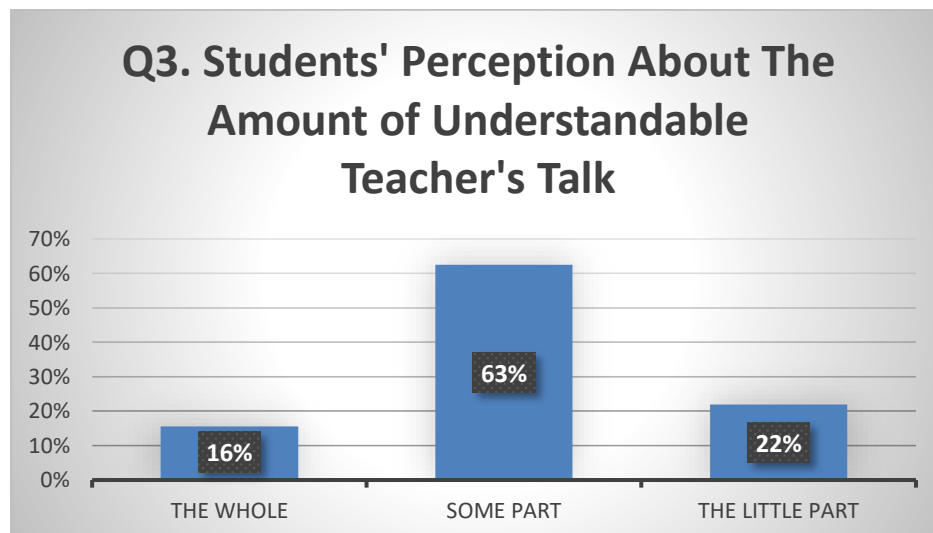


Figure 2. Students' Understanding Toward English-only Instruction

This is very interesting and contradictive finding in students' perception toward the teacher's talk in the classroom. Although they feel the difficulties to understand the English-only instructions, they still enjoy to learn it. As the finding in the last question of questionnaire, these are reasons why they prefer using English-only in the classroom (shown in figure 3). Students state that speaking in full English can improve their ability in English, as the frequent instructions given by teachers can help them improve their vocabulary.

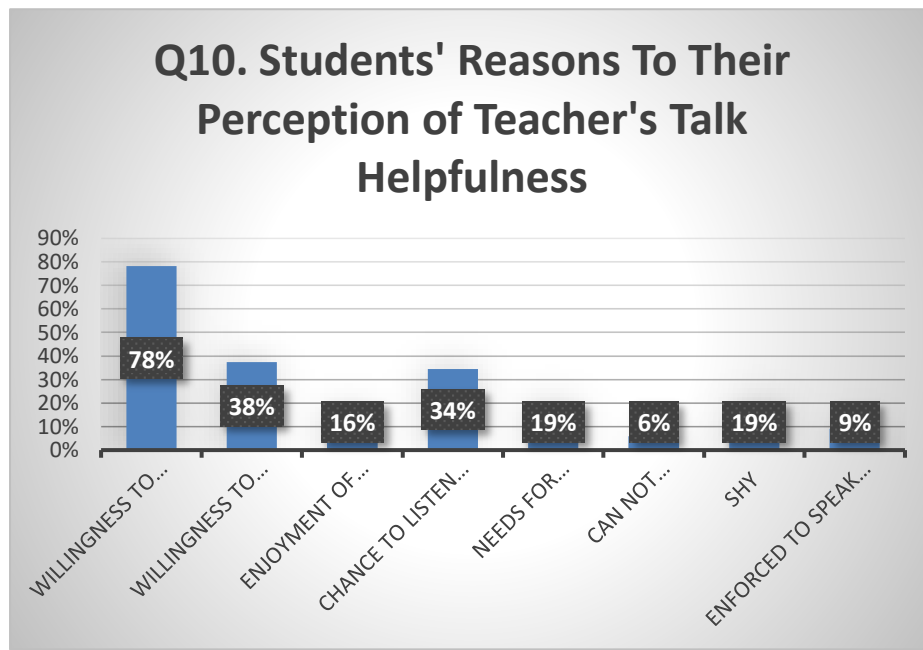


Figure 3. Students' Understanding Toward English-only Instruction

Meanwhile, based on the results of interviews with the English teacher, the researcher find information that is exactly the opposite of the need of learners. The teacher explains that he needs to use the Indonesian language as the L1 to explain the complex language structure and to convey meaning because he worries the students could not understand the lessons.

The finding of this research has been successfully answered the research question in this paper about how the students' perception toward the teacher talks in English classroom. As my opinion through questionnaires, observation, and direct interviews with the teacher, it is obtained that even though the English teacher at one private high school in Bogor always uses English mostly in the process of teaching-learning in the classroom, some of eleventh-graders can understand her instructions. According to the finding of difference perception between teacher and students about the teacher talk using, teacher should adjust their reasons and purposes to decide which talk would probably suitable with the class condition based on the students' perception rather than only teacher perception. The teacher sometimes uses the Indonesian language in English classes because of certain goals, for example for class management, instruction explanation that cannot be understood by the students. Although the majority of students seem more difficult in using fully English than using a mixture of Indonesian in English classes, students prefer the teacher using full English in her instructions because enough English exposure in the classroom can improve their English skills.

Therefore, it is very important to know and consider how students perceive English teacher's talk in the classroom since it can be a factor that encourage students to feel more accustom to and competent in learning English. And at last, this finding can probably be a solution to improve the successful of English teaching-learning.

CONCLUSION

This study aims to investigate the students' perceptions toward the teacher's talk in English classroom. To answer the research question of how the students' perceptions toward English teacher's talk, based on the findings and the data analysis in this study, the author conclude two important things. First, the students' perception. There is the contradiction between the desire of 62% of students to use full English in English classes with their habit of still often using Indonesian

in the classroom because of their difficulties, lack of confidence, and high anxiety in making mistakes. This is in line with Sharaeai's (2012) conclusion that students have various reasons for using their first language in the classroom. For further study, it is important to investigate deeper the students' reasons for using their first language in English classroom. Second conclusion is based on teacher's perception. Teacher thinks that she needs to use first language in the classroom, eventhough in a little frequency (showed in appendix 1, Q1), since the students have low English proficiency and they are not able to use English in the classroom.

The implications of this study help the teacher understand the reasons for the responses given by the students to the instructions given by the teacher in the classroom, either in their attitudes or the words used in the L1. The teacher's recognition of students' perceptions helps the teacher in deciding whether to use the first language, i.e. Indonesian or to use full English. Therefore, the teacher can adjust the methods and techniques used to help students learn English (Sharaeai, 2012). Other factors, such as topic familiarity and students' interest probably will encourage students to use English in the classroom, can be used as further studies in this relate topic.

As the result, the use of teacher's talk in foreign language classes needs to pay attention to the perception of the students, because the choice of language used by the teacher will affect the learning process of the foreign language and will give impact on student achievement results.

"The teachers' choice of language may affect the language learning and consequently the learning outcome, and it is therefore important that the teachers make deliberate decisions about to what extend they want to integrate the L1 in the EFL classroom" (Hoff, 2013).

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