

CHAPTER II

THEORETICAL REVIEW

A. English in the classroom

English is an international language and has become an instructional language in the distribution of science and technology. English is therefore important for knowledge and sharing information in an International arena, stated Weda and Sakti (2018). The subject is one of the most important languages that students should learn. Today English is one of the languages that most spoken in the world as cited from Mappiasse & Johari (2014). When we learn English we as students can easily read some material or information in English, because so much information that delivered in English. Learning English definitely brings benefits to its learner as English has become an international language and is increasingly used as a tool of interaction between people from various nationalities ababneh (2012). The best age to learn language is in young age because they can accept the new things easily than adult learners. Students can learn a lot of English from what they find in the movies, songs and sometimes in newspapers. But not all the students or children will be exposed to these.

Increasing exposure to English in the classroom in our country is different in each area. In this area increasing English may be just from teachers drills, examination or other tasks from the teacher. And when the teacher gives tasks to find new vocabulary in e.g. some stories, the students must find the story in English. Actually it is the first step for the teacher to

add to students agenda to find English stories. A great number of childrens have acquired basic English with simple conversation in English in the classroom. These findings suggest that the students aquire English from media materials which that are exposed to in their daily life. In middle education the student gets the English lessons where the students start with simple speaking and conversation, so they can start to practice some topics which are familiar to them. Therefore it is clear to the learner that learning foreign language through exposure English to various media can enhance adolescence as a student of foreign language at university.

1. Use of English During the English Learning Process

English is the international language and almost every country adds this language to their education system. In Indonesia we learn English also because it is a compulsory subject in our school curriculum. In the teaching and learning process it is better for the lecturers to use English in teaching and learning process, since it can improve the students' ability in speaking English. Using English in the classroom such as for everyday classroom activities such as the following: greeting students, taking attendance, giving instructions, checking previous knowledge, managing behavior, encouraging your students to speak, praising your students, giving homework, saying goodbye, talking to your students socially; helping students speak more English for everyday classroom activities. When the lecturers use English for everyday classroom activities, it creates more opportunities for the students to respond to the lecturers using English.

There is a real purpose for your students to use the language to communicate. The lecturers can help the students to speak English both with the lecturers or their friends by suggesting some phrases that they can use in English and can practice them. With practice, students will become more confident in speaking English, and in using the language independently. Next is using textbook lessons to help your students to develop confidence in speaking English. The lecturers can also use lessons from the textbook to help the students develop their English speaking skill and pronunciation. It is a simple way to read aloud from the textbooks and ask the students to repeat after the lecturers together. It makes the students' practice with their friends more fun, helping the students learn how to pronounce English and become familiar with repeat it.

Even though it is not our main language, English is important to us for understanding information written using English and for seeking jobs that require it. In this world there is a lot information which is delivered with English, so when we learn English it becomes easy for us to understand it. In this era, when we learn English it is good for us to seek jobs, or to continue our studies abroad, or make conversation with other people in many countries.

2. Reasons for Limited English Use in Classroom

Sometimes the plan from the lecturers is to use English fully in the teaching and learning process but there are some factors why English use in the classroom is limited. The first factor is the teachers themselves. The

lack of English use by teachers during the teaching and learning process can be partly ascribe to having not been specially trained to teach it cited Snorradotir (2014). If the school applied KTSP (kurikulum satuan pendidikan) curriculum, in elementary school there are English classes started from first grade to sixth grade, whereas other schools teach the English subject started from grade five. Not all Elementary schools teach English started from first grade, it is based on their own wisdom. But when the Elementary school applied the curriculum in 2013 there were no English classes. They limited the English subject (they did not add it). So the student can get the English subject knowledge from it might be media or from their teacher. The first reasons when the teacher teaches two subjects they ability will be less because their focus is devided. It will happen in some schools that lack teachers so the English teacher teaches material and when it happens the focus is devided because of that. The last is the teacher knows the student's ability, they have a lack of vocabulary and when the teacher delivers the material they will not give it with full English. Because the teachers know when to deliver in Indonesian Language more acceptable to students. There are some reasons teachers have some difficulties with using English during the teaching and learning process.

However English teachers use first language to make sure that the student understands what are the teacher has delivered. Is not suprising that English is used even less by students because English teachers do not used

English as Predominant language (Snorraddottir 2014). Furthermore what makes the students lack communicating with English one of them is the anxiety, insecurity, and not confident speak up with their friends with English. If the student has a lack of vocabulary they will find it difficult to speak English in the classroom. As Cited from Susanto (2017) foreign language learners as limited vocabulary in a second language impede successful communication as a critical aspect for vocabulary skill. Furthermore, it is essential to determine what makes the students limited to speak English in teaching and learning process.

3. Translation Methods

Usually the lecturers speak in English and after that the lecturers translate it in Bahasa Indonesia to make students easy to understand the material. For many years language teachers used the grammar-translation method, which focused on L1 use in the classroom, where the student learned about the foreign language through grammar and translated passages from the L2 to the L1 and vice versa cited from Snorraddottir (2014). In this class the teacher make sure that the material delivered by L1 in teaching and learning process because it will be easy to understand for the students when the material is delivered by L1. Translation process is the system to translate symbols and text Yudha, Widi Dharmawan and Basari Achmad (2013). Teaching a foreign language without the mediation of explicit grammar instruction is an alternative translation method (Dakowska, M 2005). Stated by El-Esery and Radwan (2015) the linguistic

and cultural barriers is of vital importance to translation. Such an assumption is widely accepted by those who still support the use of Grammar Translation Method (GTM) in their second or foreign language teaching.

4. English Only

There is some part when the teacher just speak only English like in simple instruction or explaining simple things. In the teaching and learning process students should practice English more than their first language (Cook, V 2008). Because we learn a second language everyday we did not use it. It should be more practise than the first language. A movement promoting the declaration of English as the official language of the United Stated and educational practice using English as only medium of communication and instruction within the classroom by Helland (2016). All of these methods build the assumption that the more English in instruction that is used in the classroom, the better instruction. Teachers should give the material by using L2 because to make students always try to speak English or more fluently as Students foreign language.

The vocabulary list would be better served in English words juxtaposed with translation with their language (Sundqvist et.al, 2017). In Shvidko, E (2017), the result in her study that focused primarily on EFL environment is exploring attitudes toward English-only classrooms.

5. Mother tongue

In teaching and learning English it is often that first language (L1) is used by both the teachers and the students. It is to make the student understand with the material that the teacher delivers. Because sometimes after listened to the instruction from the teacher sometimes students find difficulties to do the exercise. And when the student wants to ask something or another direction because of lack of vocabulary the student uses the first language or Indonesian Language or mother tongue when they cannot deliver with the second language. Mother tongue is the first language that the children get, maybe the national language English (Kurniati Iisdwiana and Izhar 2015). But here the research will be conducted in Java so mother tongue that most students have to use first language and the second language is English. But different subjects have different mother tongues that the individual gets. Here in teaching English in the classroom they will use Bahasa Indonesia or mother tongue (Javanese etc) and will call first language and English as second language.

As you know in teaching English as a foreign language the teacher will use the first language and the second language in teaching English as a Foreign language to make sure or make students understand the material. Sometimes it is hard to explain exact meaning of such a word to an EFL teacher, for example 'belief' in English to a student with lower level of English proficiency? The student might be easier to understand with first language than second language (Zakaria Faishal 2013). Most of teenagers

listen to English from their teacher in the School. So it is very rare when students listen to material or things in English.

There are some reasons for using L1 in English classroom. In this chapter we will find the reason for using L1 in English classroom. Such as for practise to maintain the student skill. The student was still allowed to use the first language in the classroom to ask and give direction to their friends. Research suggests that the L1 is important to both students and the teacher to develop relationships by Snorraddottir (2014). Their findings suggest that the teacher and the student can use L1 it is important to teach grammar or unfamiliar vocabulary and expressions by Snorraddottir (2014).

B. Using English as the Medium Instruction in the Classroom

There is a second type or method in teaching as foreign language. The teacher uses English in the classroom. In addition why do they use English, the difficulties and the benefits of using English in teaching and learning process.

1. The Use of L2 During Instruction

The lecturers speak in English when explaining simple stuff or simple instructions. As cited from Snorraddottir (2009) the amount of use L2 varies from classroom to classroom. The second language teachers use the L2 to some extent during lessons. Cited from Simpson (2017) increase in teaching of English young learners to provide a foundation for content and language integrated learning or English of

medium education in secondary School-along with the expectation that at least part of university level-study would be undertaken though English- was a key reason given in English next as to why this new orthodoxy had emerged. The questions answered when the students understand the language and the language that they use in that. As cited from Ewie and Eshun (2015) say that the student can answer the question from the teacher beacuse the teacher uses translation in asking the material with the student in africa in primary high scool.

2. Benefit of Using L2 During Lessons

Learning English in Indonesia has been either learning it as a second language or using English are in the classroom where the control of the teacher over the classroom activities is still high. Interaction gives chance for the learners to get more input and more opportunities using L2 as their output as cited Harmanto (2018). The emphasis on the second language in the classroom was also part of the revolt against the older methods by the late nineteenth-century methodologists, most famously through the direct method and the Berlitz method, with their rejection of translation as teaching technique. Cook (2008 p4) states that this advice is the need to have them practising English (rather than their own language). So they can be more fluent using L2 and easy to practice in every single day.

3. Difficulties with L2 During Lessons

A number of people who deliver the material in a foreign language have their own difficulties. As per previous research Nawas (2015) one hundred and fifty students were given questionnaires in order to find problems in writing and speaking. More than fifty students are given a task, to write down a paragraph on different topics and then read these paragraphs. With this research the researcher knows that the students face many grammatical problems in writing and many pronunciation problem in speaking. In fact sometimes the teachers are not especially from English majority. The teacher lacks of training. The teacher teaches more than one subject. As cited from Nasa et al (2015) the teacher were not sufficiently qualified. The teachers especially from the government school had no satisfactory awareness of teaching English methodology. Classes are crowded in school, so the environment of classes was not good for learning.

The difficulties of learning L2 is not all the students in strategies that can get material in English such as social and media electronics. Like bilal et al research that students at intermediate and secondary school level in rural areas of Sargodha do not speak English as Second language, neither in the school / colleges nor in their life. When the student did not speak English as a second language, the student's ability in English was lack. They need to introduce some basic English material to make the student know and understand that English starts from

simple conversation in their daily life to easy to accept by the student's second language.

C. Using the L1 in the L2 Classroom

In fact not all teachers use English only in English learning process, the teacher will switch with L1 in English classroom.

1. Uses for the L1 in the L2 Classroom

A number of teachers that prohibit students using L1 in language learning contexts on the grounds that English-only methods in teaching English as foreign language environment actively promotes communication in English in some simple way. There are also good reasons for using L1 in L2 classrooms. For learners with limited L2 proficiency, this situation can be restraining since they are unable to express themselves very well. Because the learners may have difficulty understanding the concept, but fear of being reprimanded for using L1 to share their confusion prevents them from speaking up as stated by Zulfikar (2018). Based on this research the learner needs to understand the meaning.

First after that the learner with understand the concept in this English subject. And then in this case Zulfikar (2018) study that teachers themselves will find it difficult to determine whether learners have fully understood the introduction concepts.

Second, using L1 can stimulate collaborative dialogue among L2 learners in classes (Zulfikar, 2018). Sometimes teachers give a task with making pairs or groups. When they do the task they will mix their idea become one result. In this interaction it is very important elements, such as an appropriate word choice and register, before performing it (Zulfikar, 2018).

Third, L1 use can save classroom time (Zulfikar, 2018). When the teacher uses L2 in the teaching learning process but the learners do not understand the concept or meaning with the material that the teacher gives it will make the student ask what they did not understand and make the teacher deliver the material in L2 so it is spent much time and it is not effective. The time that the student gets new material cutted by explaining the material twice.

Fourth, L1 use can help a teacher explain or clarify concepts, tasks, assignments, instructions, or activity more clearly by Zulfikar (2018). When the lecturers uses L1 in the classroom it might make students easy to understand the concepts, tasks, material, instruction, or explanation from lecturers.

2. The Role of Using L1 in L2 Classroom

Using L1 in the L2 classroom can make students easy to understand the material which is delivered by the lecturers. L1 contributes in the L2 classroom meanwhile it is not upgrading the student skill using L1 in L2 as priority for this situation because back to the

student ability they can accept many vocabulary or sentences in full English. There has been much reasearch and debates on whether or not to use students' firts language (L1). The teachers that have been teaching in the classroom have some reason why they use L1 rather than L2. As cited from Zakaria (2013) the teacher that would have been teaching a communicative English classroom would agree to say that use of the teacher should be maximized to target language and minimized the students' language or even prohibited at all learning stages.

3. The Benefits of Using L1

Sometimes we asked if L1 helped the students to learn English in L2 classroom. There are some statements from the expert. As cited from Khetaguri, T., Zangaladze, M., & Albay , M., cook (2001, p418) :

- a. To facilitate the comprehension process when the use of L2 cannot be grasped by the learner.
- b. To build the relationship between L1 and L2 in the minds of the students.
- c. To continue learning tasks without any miss understanding.
- d. To develop L2 activities for later real-life use.

When using L1 in L2 classroom student that never using L2 in their daily activities get more easy to understand the tasks. Because the lecturers translates it for the tasks or English material. It is very helpful for the learner in English foreign language learner.

Attitudes and values are the strategies. These fundamental elements to the decisions making process in their health and Physical Education Learning Area and social management, self-awareness, self-managements and reflect self-management skills (2013, School drug education and road aware).

D. Relevant Researcher Findings

There are three previous studies conducted to observe the language used in teaching learning process. The researcher can make comparison among the language used in teaching and learning process and the result of each language used for the students in different schools and also the researcher can make conclusion of which language used that proper in teaching learning process to teach students.

The first thesis by Arna Borg Snorradotir, University of Iceland School of Education. The title is “language use in the English classroom: the role of students’ first language in grades 9 and 10 in English classroom in English classroom in Iceland”. The research was done in June 2014. The research aimed at language use during lessons which is that using English as the language of instruction in the upper grade of compulsory school is more beneficial, but that students’ first language serve an important role. Teachers and students should be able to use in L1 and L2 in teaching and learning process. The subject of the study is students in grade 9 and 10 in an Iceland compulsory school. The object of this study focuses on which English

teachers can improve their teaching in regards to the mother tongue and target language use in the classroom. The important aspect in this research are: (1) Translation method, (2) English only, (3) using English as the medium instructions, and (4) using the L1 in English classroom. The two main research questions are the first question asked whether or not students see their own and their teacher's use of English during instruction as beneficial. The finding of that majority of the students think it is speak English exclusively during the lessons it is important. The other main research question asked when in the English classroom should teachers and students use first language. To support students' second language learning the student should use first language. In additional sometimes teachers should use L1 for managing the classroom and also for talking about non-class related things and for students assigning homework.

Second research are from Lidvi Ainun Septeria with the title "Students' perceptions toward the use of L1 (Indonesia) in English classroom. The research was done 2015. The sample is from SMA Laboratorium UKSW and SMAN 1 Salatiga in grade XI and XII because of their higher proficiency. What are the student' perceptions toward the use of L1 (Indonesia) in English classroom to SMA students. The result of the study is limited to the most of XI and XII year language stream students in SMA Kristen Satya Wacana (laboratorium UKSW) and SMA N 1 Salatiga. The same thing might be similar to other schools, but since the two schools are the best ones in the city, nothing is exactly the same. The teacher might

understand better what they actually expect of them. And students actually already find a way to deal with the problem that had occurred and might occur again in the future.

According to the third study from Mu'ah Algazo with the title "The Role of First Language (L1) in the School Language (L2) Classroom: The case of Jordanian Public Schools". The research was done on 2018. The research aimed to contribute to ongoing applied linguistic research about L1 use in L2 classroom. Specifically it explores Jordanian public school EFL teachers' attitude toward using Arabic (L1) to teach English (L2) and the perceived functions and or negative ramification of doing so. This study additionally considers students' beliefs regarding teachers' use of L1 in the L2 classroom. The participant in this research were 10 English language teachers to participate based on their qualification and experience level, the grades that they teach and their proficiency in English (i.e., must be able to express their ideas clearly in English. The important aspects in this research are: (1).Current views on L1 use in the L2 classroom, (2) teacher attitudes toward L1 Use, (3) Students attitudes toward L1 Use, (4) negative ramifications of L1 Use. There are four research questions. First asked "what are Jordanian EFL teachers' attitudes towards L1 usage in the L2 classroom. The second are what teachers consider to be the main functions of L1 usage in the L2 classroom. The third questions are what doing the teachers consider to be possible negative ramifications of L1 overuse in the L2 classroom. And lastly, what are the main functions of the teachers' use

of L1 in the L2 classroom according to Jordanian EFL students”. The teacher is aware of limitation of using L1 in the teaching learning process. Results overwhelmingly suggested that teachers and students’ beliefs regarding the function of L1 use correspondent, including one instance of students observing their teachers don’t employ the L1 for a certain function, a function that teachers also stated not employing.

