TEACHERS’ TARGET LANGUAGE USE IN EFL CLASSROOMS: STUDENTS’ PERCEPTIONS

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

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INTRODUCTION

Recently, many people are studying English as it is one of the most important languages. It seems that English is now an essential part of their lives. Then, people tend to make efforts for being proficient in English. Many of them likely believe that the frequency of the target language (TL) use might maximize the result of the language learning itself (Curtain, 2011). In English as Foreign Language (EFL) classes, which English “is usually learned in environments where the language of the community and the school is not English” (Gunderson et al., 2014, p.129), people often stuck in the belief that using a TL all the time is the best way to learn English (Cook, 2008). However, there are controversy on the use of TL. Due to that issue, it is likely the use of TL in EFL classroom itself has both advantages and disadvantages, particularly teachers’ TL use for students.

Snorradóttir (2014) was conducted a study about students’ perceptions toward TL and mother tongue (L1) use in Iceland. In that study, she found that students can get some benefits from the use of TL in classroom. The students thought that it is easier for them to learn language because the teacher speaks only TL. Snorradóttir also found that students notice their grammar and vocabulary improved through the use of TL in classroom. Students also reported to have positive attitudes toward teachers’ TL use when teacher uses TL as language of instruction.

In the context of Japan University, Tsukamoto (2011) also found good things about using TL as the instruction in class: the students felt that their listening skills developed, motivation to develop speaking skills, learning the words usage, collaborative learning environment, and providing a role model.

A study by Giota (1995) as cited in Dickson (1996) in Swedish showed that there are positive and negative effect of the use of TL among the proficient and the less able students.
Aurbach (1993) found that beginner students tend to prefer bilingual approach. Similar to Aurbach, Snorradóttir (2014) also found that the majority of the students did not prefer teacher explains difficult materials using TL and to ask them questions.

On the context of this study, Faculty of Language and Literature of Satya Wacana Christian University (FLL-SWCU) also uses TL, which is English, as the medium of the instructions in the classroom. Since the students can be influenced by both advantages and the disadvantages, it might be necessary to understand whether the TL use in classroom is appropriate or not for the students, especially for the freshmen who did not have full English in every course in Senior High School. By considering the advantages and the disadvantages of the TL use in the classroom for the students, this study might give a contribution to help the teachers understand more about the students’ perspectives towards the teachers’ TL use in the classroom.

Therefore, the present study was intended to understand more about the students’ perspectives towards the teachers’ TL use in the classroom to help the teachers see the use of TL through the students’ view. Hence, the teachers can assist the students to deal with the challenges in teachers’ TL use and achieve an aim to provide a meaningful English class for the students. In such purpose, this study addresses the following question: What are the students’ perceptions toward target language use in the EFL classroom?

LITERATURE REVIEW

The general belief that English should be taught in English has been debatable, and there are many studies about this belief. In this chapter, I will address the advantages of using TL in classroom and disadvantages of using the TL in classroom.
Advantages of Using Target Language

The trends of TL teaching methodologies using TL input as much as possible for the better result is now spreading widely (Turnbull and Arnett, 2002 as cited in Lee, 2012). In the Hong Kong EFL, the Curriculum Development Council states that “Teachers should teach English through English and ‘in all English lessons’ if possible.” (Lee, 2012, p.2)

Some of researchers strengthen this trend, they argue that the best way to learn English is through English. For example, Sharma (2006) stated, “The more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is they are forced to use it.” (p. 80) Ellis (2005) and Moeller and Roberts (2013) argue that the more TL input provided, the faster the students learn the language. Many people likely believe that using TL as much as possible may make the students to be familiar with the language and this could lead to the fluency and proficiency of the students. In this case, the TL learning treated similarly as the mother tongue (L1) learning.

Related to the arguments above, some people believe that the target language can be learned in the same way as the L1 learning. Some researchers also suggest to teach the TL monolingually and stated that the acquirement of L1 and L2 is the same for the second language (L2) learners. (Cook, 2001, 2008). The arguments mentioned above might be the reason of the TL use in the TL teaching is popular nowadays. Logically, if people can learn L1 by using L1 all the time, people also can acquire the same methods to the other languages. The more people are exposed to TL, the faster they will learn.
TL use in classroom also benefits in creating a real language environment for the students. Curtain (2011) stated that teaching TL using L1 is like teaching learner ‘how to swim without water’. In addition, too much use of L1 in the TL classroom are ‘actually denying students access to the language and the culture’ (p.1). Further, Curtain stated that using TL in the classroom can enhance the students’ motivation.

Furthermore, TL also can be used to teach grammar. As Dickson (1996) stated that “Knowledge of grammar stood out as an aspect of competence which teachers thought should be developed very substantially through the use of English; this, along with their views on difficulty of teaching grammar in the TL may indicate the importance they attach to explicit teaching of the rules of grammar and syntax” (p.19). Through the use of TL, students can learn the rules of grammar and syntax explicitly.

Some researchers also argue that the use of L1 in TL learning classroom should be avoided. Aurbach (1993), Deller and Rinvulucri (2002) as cited in Snorradóttir (2014, p. 17) argue that, “Among their tenets were that English was best taught monolingually, ... that if students’ L1 was used, the standards of English would drop.” The TL should be used without the interference of other language to make it original. The use of TL and the L1 in a class might cause the language mixed and drop the standards of the language itself.

**Disadvantages of Using Target Language**

Like a coin, besides having advantages, TL use also has disadvantages among the less able students as shown in Giota (1995) as cited in Dickson (1996). In addition, Dickson also argued that the teachers tend to have misunderstanding the belief ‘providing TL as much as possible’ is to promote TL use. Furthermore, from Dickson stated that “there is a danger in
placing too great a reliance on the quantity of teachers’ TL input” (p.9). The difficulties of TL use should be a consideration to use it in classroom as Dickson stated, “The unfamiliarity of TL makes it difficult to create opportunities for pupils to use it ‘in a formal way (i.e. talking to each other)’.” (p.12). Dickson’s argument explicitly shows some flaws of the TL use in classroom. Auerbach (1993) study also support this argument, she found that beginners tend to prefer a bilingual approach, while the more advanced students feel the use of L1 slow down their language acquisition. In relation to the force of more TL use in classroom, some students in a lower achieving can have difficulties in TL use in classroom since it might be hard for them to understand the language itself. Due to the variety of the students’ proficiency level, some students might be fast learner, but others need more effort in their learning.

Using TL all the time might not be the most effective way in teaching language. A few studies also find that the mother tongue also take a role in the target language learning. In this case, the use of L1 should be considered as it gives some benefits in learning TL itself. Cook (2008) stated that TL input and language acquisition might be ensured by the use of L1. For instance, the use of L1 in TL teaching is to confirm the understanding (Tang, 2002; Cook 2008; Tran, 2009; Harmer, 2009; Nilsson, 2013). Even teachers who have good proficiency in English are using their L1 as the medium of the teaching to confirm the difficult academic content (Evans, 2000). In this situation, using only TL in the classroom might be difficult to ‘provide opportunities to negotiating the meaning’. Sometimes it might be hard for the students to understand the TL vocabulary meaning by using the definition in TL. Otherwise, it might be easier for students to negotiate meaning using their mother tongue. The L1 might be used in teaching TL to make sure that students understand and achieve the goal of EFL learning that is to make learners understand English. Further, Dickson (1996) found that TL effective use is not the same as effective teaching.
Another consideration of the TL use is difficulties in teaching grammar and syntax. In grammar explanation and difficult concept, L1 is easier to use and can save time (Crawford, 2004; Harmer, 2008; Ceo-DiFrancesco, 2013). Both TL and L1 have syntax and grammar. TL might not have the same syntax and grammar as the L1. In this case, the teacher needs to explain more about the grammar and syntax. To make students understand the grammar and syntax easier, the teacher might give explanations using the L1, or simply gives grammar and syntax comparison in both TL and L1.

Related to the L1 in TL learning, in the previous section, some researchers argue that L1 and TL can be learned in the same way. These arguments are different to Snorradóttir (2014): L1 and TL are similar, but are not the same. This might be another suggestion that actually the L1 and TL cannot be treated the same way, even though they share the similarities.

THE STUDY

Context of the study

This study was conducted in a faculty of language in Central Java, Indonesia. The faculty is well known as FLL-SWCU. FLL-SWCU is located in Diponegoro street no. 52-60, Salatiga, Central Java, Indonesia. FLL-SWCU provides TL (in this case English) as the medium of instruction (more than 75%, based on this study). FLL has three semesters (trimester) in each year. It also has two departments of English that are English Language Education Program and English Language and Literature Program. In this study, English Language Education Program was chosen. FLL has many students from different cities and various backgrounds. The various backgrounds of the students support information for the researcher to analyze about the TL use.
Participants

In this study, 10 FLL first year students were chosen. There were several reasons for this selection. The first reason was because the first year students usually were exposed to a lot of TL in their classes for the first time. The portion of the TL might vary depend on the lecturers. The second reason was they came from the different background; hence the students tended to have different basic knowledge, to follow which might influence their understanding in learning process.

Each participant had a different learning experience from their high school. There were two participants studied in the same school. Even though two of the participants studied in the same school, they had different learning experiences. There was also one participant who got fewest exposure to TL compared to the other participants.

The result shows that the majority (9/10) of the participants experienced the class that used English (TL) and Indonesian (L1). However, the participants had different English exposure percentage in their schools. They had 54% of English used in average. The majority of the participants had at least 40% English in the class that used both English and Indonesian, except one participant who did not have class that used both English and Indonesian, even the English percentage is almost none.

Instrument of data collection

In this study, open-ended questionnaire that allowed participants free to respond the questions and give their insight perceptions (Zacharias, 2013) and interviews were used as the instrument for data collection. The questionnaire was conducted before the interviews to
reduce uncomfortable situation for participants and also to provide more time to think before the participants gave their answers. The questionnaire was adapted from Snorradóttir (2013) that consists of 19 open-ended questions about the importance of teachers’ TL use in classroom, the benefit of teachers’ TL use in classroom, the effect of teachers’ TL use in classroom, students’ attitudes toward teachers’ TL use in classroom, and students’ perceptions toward teachers’ proficiency which can be seen in the Appendix.

Furthermore, the interviews were conducted after the participants answered the questionnaire. The interviews used in order to gain more information and to clarify the responses from the participants. The time for interviews were not limited depend on the data needed.

Indonesian was used for both questionnaire and interview to ensure that the participants could understand the questions and prevent any uncomfortable situation for the participants. Moreover, participants could provide clear and deep responses through Indonesian.

**Procedures of data collection**

First, in third semester of 2015/2016, I contacted 10 FLL freshmen majoring Language Teaching Program who agreed to help me as participants in this research. Then, the participants were given questionnaire about their perception towards the TL use in classroom. After they answered the questionnaire, I read the answers. Next, when necessary, I interviewed the participants to get richer data. The interviews were recorded. Notes were also taken in order to show the interview results to the participants right after the interviews. The notes were added in the participants’ answer sheets. After that, I gave the answer sheets back to the participants to read and asked them if they want to clarify or add more information.
Data analysis

The participants’ answers were transcribed and added to the notes that I took. After that, the data were added to the participants answer sheets. The data were categorized in five parts based on the categorization that has been made. The first part was about the importance of teacher TL use in classroom, the second part was the benefit of teachers TL use in classroom, the third part was students perceiving understanding toward the teachers’ use of TL in classroom, and students’ perception towards teachers’ proficiency. After categorizing the data collected, I explained it based on the categorization.

FINDINGS AND DISCUSSION

In this section, the findings from the questionnaire and interviews were presented and discussed. In this section, the findings about the importance of teachers TL use, my findings about the students perceiving understanding toward the teachers’ use of TL in classroom, students’ attitudes toward teacher used of TL in classroom, and students’ perceptions toward teachers’ proficiency were presented and discussed.

The importance of teachers TL use in classroom

The language educator thought that TL should be taught in that language. In the Hong Kong EFL, the Curriculum Development Council states that “Teachers should teach English through English and ‘in all English lessons’ if possible.” (Lee, 2012:2). Related to that view, in this section would be discussed the importance of teachers’ TL use in classroom through students’ perspectives.
First, the participant asked whether it’s important or not for them that the teachers use only English in classroom. The answer of the question would be compared to the next question whether teachers should use Indonesian (L1) or not.

<table>
<thead>
<tr>
<th>Table 1. The importance of English Only and L1 during lesson</th>
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<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>English Only is important</td>
</tr>
<tr>
<td>L1 is important</td>
</tr>
</tbody>
</table>

The results showed that majority (80%) of the participants thought that it’s important that teachers use only English in classroom. The interesting thing from these result was that I found some participants who said that English Only in class is important, but also agreed that the teachers should use L1 during lesson. It could be seen from the result above that there were 50% of the participants who agreed that teachers should use L1 during lesson, and 10% of the participants who said that sometimes teacher should use L1 during lesson.

The interviews were conducted to clarify the answers revealed that the participants tend to agree that L1 should be used in the classroom.

P4: It’s important to use English only in the classroom, but I think the teacher should not use full English for the freshmen because almost every freshmen has a very minimum vocabulary. Maybe full English only can be applied for intermediate students. Actually Indonesian (L1) used by the teacher is also needed for the freshmen because most of the freshmen do not understand if the teacher uses full English. (June 3, 2016; my own translation)

Next, the participants were given more question about the preference of the teacher language use. Most (70%) of the participants thought that the teacher should use TL to ask students questions, and the rest (30%) of them said that the teacher should use TL to ask students questions but moderately. Different to Snorradóttir (2014) study, the results of this
study showed that majority of the students thought that the teacher should use TL to ask students questions, while the results from Snorradóttir study showed that the students thought that the teacher should use L1 to ask students questions.

P7: Yes, the teacher should use English (TL) to ask students questions. Even though it seems hard, students should be accustomed to something like this. The goal is to make students want to understand and respond to teachers’ questions. (June 10, 2016; my own translation)

FIGURE 1.
Students’ preference of the teachers’ use of TL to ask students questions

To provide more data, the participants were given more question whether or not they think that the teacher should use TL to explain difficult materials such as grammar, vocabulary, or important concept. This question intended to gain more information and to pry the confusing answer possibility in previous questions. Just 20% of the participants agreed that teacher should use TL to explain difficult materials such as grammar, vocabulary, or important concept. 40% of them said that sometimes teacher should use TL to explain difficult materials. And 40% of the participants did not agree that teacher should use TL to explain difficult materials. The results similar to Snorradóttir (2014) study that majority of students did not prefer teacher to use TL to explain difficult materials.
For further information, one more question was added in order to understand deeper about their preferences between the teacher uses only TL in class or the teacher uses both TL and L1 during the lesson. The results show that only 20% of the participants thought that it’s easier when the teachers use only TL in class. The majority of the participants (80%) thought that it’s easier when the teachers use both TL and L1. Here, we can see that even though previously some participants thought that it’s important for the teachers use only TL in FLL classroom, majority of the participants experienced that it is easier for them when the teachers use both TL and L1 during the lesson.

P7: I prefer A (teachers use only English in class). Sometimes it’s harder to understand when something is explained in Indonesian (L1), because sometimes teachers find it hard to look up the Indonesian translation. (June 10, 2016; my own translation)
Relate to the vary answers in table 1, the participants seemed want to say that they need both TL and L1 in classroom, but they need mostly TL. For example, P8 said that English only is important, but he also said that L1 is necessary. For the further information, P8 did not think that teacher should use TL to explain something difficult but he thought that it’s easier for him when the teachers also use L1 in class. P8 and the other participants with the same confusion likely wanted to say that teachers target language use is important, but it also necessary to use L1 to facilitate the learning process especially for freshmen. Since the participants were freshmen and considered as beginner in FLL, these results support the previous research that result beginners tend to prefer a bilingual approach (Aurbach, 1993).

Benefits of teachers’ TL use in classroom

The benefits of teachers using TL in the classroom have been noted by Sharma (2006) “The more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is they are forced to use it.” (p. 80). Ellis (2005) and Moeller & Robert (2013) also stated that the amount and quality of the teachers TL affects how fast the students learn the language.
When students were asked about the benefit of teachers TL use in class and whether or not teachers TL use influence their skills. All (100%) of the participants said that they have some benefits of teachers TL use in class. From the participants’ answers, the benefits were further explained in three sub-sections: the skill improvement, the language aspect improvement, and the other benefits of teachers TL use in classroom.

All (100%) of the participants said that they have their skills improved through the teachers TL use in class. The skills that improved were listening, speaking, writing, and reading. Most (90%) of the participants said that their listening skill improved. The majority (80%) of the participants said that they improved their speaking skill. Thirty percent (30%) of the participants also noticed improvement in their writing skill through the teachers TL use in class. And there were around 10% participants felt that their reading skill improved.

P9: I feel that my skills improved, especially speaking and writing skills. I feel more confident to speak English to my friends and teachers. Also, in writing I understand more how to write properly in English. In writing (relate to teachers TL use and writing skill improvement), I learn grammar in formal language by the teachers talk. (June 10, 2016; my own translation)

FIGURE 4
Improved language skills

The improvement of the language aspect that the participant thought from the TL use will be discussed and presented. The participants did not only notice the skill improvement listening to teachers using TL in class, but they also noticed there were some language aspect
improved. The participants mentioned that they improved their vocabulary, grammar, and pronunciation. A half (50%) of the participants noticed that their vocabulary improved. Few (40%) of the participants improved grammar. And around 30% of the participants improved their pronunciation because of the influence of the teacher TL use in class.

**FIGURE 5**
Language aspects that improved

Third, the last sub-section of the other benefit students felt from teachers TL use will be discussed. Based on the participants’ opinion, teachers TL use also brought other benefits. Half (50%) of the participants said that TL use by teachers made them accustomed to use TL. 10% of the participants said that they were more motivated. Some of them (10%) also said that they understood attitude and manners of the language, and it improved their interaction.
These findings show that all of the participants noticed the benefits of teachers TL use in classroom. As stated in the context of the study, FLL classes used TL more than 75%. As the participants forced to be accustomed to TL which the teacher used, they get some benefits. The results confirm the theory from Sharma (2006), “The more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is they are forced to use it.” (p.80).

This study is similar to Snorradóttir (2014) study that found a great majority (81%) of the students were agree to the statement that whether they think it is easier to learn language because the teacher speaks only TL. Snorradóttir also found that students noticed grammar and vocabulary improvement through the use of TL in classroom. This study also supports Tsukamoto (2011) study that found the good things about using TL as the instruction in class were students felt that their listening skills developed, motivation to develop speaking skills, learning the words usage, collaborative learning environment, and providing a role model.
Students perceiving understanding toward the teachers’ use of TL in classroom

The effect of the teachers’ TL use has been studied by Dickson (1996). He stated that “there is a danger in placing too great a reliance on the quantity of teachers’ TL input” (p.9) especially for lower achiever.

In this research, participants were asked three open-ended questions about the effect of the teachers’ TL use. The participants were asked whether or not they understand the material when it is explained in TL. To follow up for that question, they were asked how many percent they understand the materials when it is explained in TL. Next, the participants were asked about difficulties they faced when the teacher mostly uses TL in classroom.

To confirm the teachers’ TL use affect the participants’ understanding, the participants were asked whether or not they understand the material when it is explained in TL. The results show that 60% of the participants reported that sometimes they understand the material, and 40% of the participants reported that they understand the material when it is explained in TL.

FIGURE 7
Students’ understanding about the material explained in TL

To follow up the previous question, students were asked about how much they understand the material when it is explained in TL, they could choose varying numbers starting from 0% to 100%.
from the range 0-10. The results show that 20% of the participants gave 6.5 to score their material understanding. Some (40%) of the participants scored their material understanding about 7. 10% of the participants gave 7.5 for their material understanding. 20% of the participants scored 8.5 their material understanding. And only 10% of the participants reported that they give 9 score. Overall from the data, we can see that the participants understanding when the material is explained in TL were above 6.5.

![Diagram showing participants material understanding scores start from 0-10]

Next, the participants were asked about the difficulties they faced when the teacher mostly uses TL in classroom. Similar to the previous question, this question also an open-ended question and the participants were interviewed in order to get more data. The answer variations were the reason I decided to divide it into two groups of the difficulty: vocabulary and teacher’s performance. In this case, one participants could have two groups of difficulty. Majority (90%) of the participants reported that they found difficulty understanding what the teachers said uses TL in the classroom when the teacher using difficult terms or vocabulary. Some (40%) of the participants reported that the teacher’s performance such as the clarity and the speed of the teacher' explanation, sometimes being the difficulty they faced when the teacher mostly uses TL in classroom.
P8 reported that he found it difficult to understand what is the teacher talking about when the teacher uses difficult term. Another difficulty he faced was the teacher performance such as the teacher speaks too fast.

P8: I feel confused when the teacher uses the vocabulary that I don’t know, and when the teacher speaks too fast. Moreover, when teacher both speaks too fast and uses difficult terms; it will be hard to follow what the teacher was talking about and also I don’t know what the teacher is talking about. (June 10, 2016; my own translation)

Similar to P8, P10 also reported that she faced difficulty in vocabulary that was used by the teacher.

P10: The difficulty I faced when the teacher speaks mostly in English is to understand what the teacher is talking about and the teacher’s explanation. It’s so hard for me to understand the material in English, moreover when the teacher uses difficult terms and vocabulary that I don’t know the meaning without the teacher explaining its meaning. (June 10, 2016; my own translation)

From the findings, we can see that the participants understand more than 65% of the materials when it is explained in TL. The difficulty that was commonly faced by the participants was the vocabulary (90%). These results suggest that teachers TL use gave negative impact to the students with low achieving, similar to Giota (1995) as cited in Dickson (1996) study.
Students’ attitudes toward teachers’ TL use in classroom

In previous section, the results showed that TL benefits the students. In other hand, Ceo-DiFrancesco (2013) stated that when the teacher uses only English, the students often get frustrated.

The participants were also asked about what they feel when the teacher speaks mostly in English during the lesson. Since this was an open-ended question, the answers for this question were vary. For that reason, I decided to categorize the answers into four groups: positive attitudes, negative attitudes, both positive and negative attitudes, and other. The results show that some (40%) of the participants reported that they have only positive attitudes when the teacher speaks mostly in TL during lesson. 30% of the participants reported also have negative attitudes when the teacher speaks mostly in TL during lesson. In this case, one participant could have both positive and negative attitudes when the teacher speaks mostly in TL during the lesson. The results from this research show that 30% of the participants reported have both positive and negative attitudes. And only few (10%) of the participants reported the other answer out from positive and negative attitudes. It can also be concluded that 70% of the participants had positive attitudes when the teacher speaks mostly in TL during lesson.
One of the participants who reported has negative attitude when the teacher speaks mostly in TL was P7.

P7: When the teacher explains the material mostly in English, slowly but surely I feel sleepy, especially in grammar class. Slowly, I lost my focus and don’t want to think anymore, and in the end I’m busy talking to my friends and not listening to the teacher. (June 10, 2016; my own translation)

Participant who had positive attitudes when the teacher speaks mostly in TL was P4.

P4: It feels enjoy and challenging when the teacher explains the material mostly in English. It’s challenging because we have to be focus and we have to understand what the teacher is talking about and her/his explanation. (June 3, 2015; my own translation)

P9 reported has both negative and positive attitudes when the teacher speaks mostly in TL.

P9: When the teacher explains the material mostly in English, I’m confused because sometimes the teacher speaks too fast and using vocab that I don’t know. In other side, I felt motivated because I want to be as fluent as the teacher. (June 10, 2016; my own translation)

P5 reported has another attitude when the teacher speaks mostly in TL.

P5: When the teacher explains the material mostly in English, it feels so-so. I don’t think I have any problem with that, because we are studying in FLL. Therefore, we can be accustomed to English. (June 10, 2016; my own translation)
The results showed that 70% of the participants reported have positive attitudes toward teachers’ TL use. This study is similar to Snorradóttir (2014) that students seem to be more positive towards using when teacher uses it as language of instruction.

**Students’ perceptions toward teachers’ proficiency**

Evans (2000) stated that even teachers who have good proficiency in English are using their L1 as the medium of the teaching to confirm the difficult academic content. This section will discuss the students’ perceptions toward the correlation between teachers’ language use and teachers’ proficiency. This section will discussed whether or not the students think that the teacher who mostly uses TL is smarter than the one who does not use TL all the time.

In this section, students’ perceptions toward teachers’ proficiency were discussed and presented. Participants were given an open-ended question about their perceptions toward teachers’ proficiency and they could answer anything based on their opinions.

The results of this findings showed that majority (60%) of the participants did not agree to the statement. The majority of the participants did not think that teacher language use shows the quality of the teacher. They had their own opinion to measure the quality of the teacher.

I don’t think that the teacher language use shows the quality of the teacher. The teacher who use English all the time does not necessarily means that he or she is smarter than the other teachers. Teacher who has good proficiency can be seen from the way he or she teaches and their explaining clarity, and whether he or she can make his or her students understand or not. (P5, June 10 2016, my own translation)
The results showed that students did not think that the more TL the teacher uses, the smarter the teacher. It might be in line with Dickson (1996) study that found TL effective use is not the same as effective teaching.

CONCLUSION

The purpose of the current study was to gain insight students’ perspectives toward the teachers’ TL use in classroom. According to the results, all participants agreed if teachers’ TL use benefits them even though they faced some difficulties.

This research was focused on the first year students’ perceptions toward teachers’ TL use in FLL classroom. There are some results of this research. First, students tend to prefer bilingual approach and the use of L1 by the teachers to explain difficult materials. Second, my findings show that students can get the benefits from the teachers’ TL use in classroom, those benefits are improved language skills; improved language aspects such as vocabulary, grammar, and pronunciation; motivated; became accustomed to use TL; and understand attitude and manners of language. Third, students still faced some difficulties such as
vocabulary and in teachers’ performance. Students tend to have positive attitudes toward teachers’ TL use. Lastly, the results of this research also shows that students do not think that teachers’ TL use reflect the teachers’ proficiency.

Based on the results, TL should be used mostly in the classroom in order to make the students accustomed to TL and since it benefits the students. However, the L1 in the classroom could also bring its own benefits and should not be omitted for beginner students, for instance, to facilitate students to confirm understanding. Furthermore, to achieve the aims of EFL that is to make students understand English, the teachers’ TL use and a little implementation of L1 is recommended.

Finally, a number of important limitations need to be considered. First, this study was limited to one particular context with ten participants only, which means this study covered a small scope. As the suggestion for the further research, researcher should find how the TL used by teacher can influence the writing skills since there are some participants mentioned that they had their writing skill improved through the teachers’ TL use. Therefore, the future study could be used to find a way to improve the students’ comprehension in writing by the teachers’ TL use.
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REFERENCES


APPENDIX

NIM : 
Jurusan :
Jenis Kelamin : Wanita/Pria (lingkari salah satu)


1. Dari daerah manakah Anda berasal?
2. Dari Sekolah Menengah Atas (SMA) manakah Anda berasal?
3. Apakah di SMA Anda terdapat (a) kelas bilingual (b) kelas yang menggunakan Bahasa Inggris secara keseluruhan (English Only)?
4. (Jika jawaban no. 3 ya) Pelajaran apa sajakah yang menggunakan bahasa bilingual atau Bahasa Inggris secara keseluruhan?
5. Di kelas yang menggunakan bahasa bilingual, berapa persenkah guru Anda menggunakan Bahasa Inggris?
6. Apakah kelas-kelas yang Anda ambil di FBS semester ini menggunakan Bahasa Inggris sebagai bahasa pengantar?
7. Berapakah presentase keseringan penggunaan Bahasa Inggris oleh para dosen FBS saat mengajar?
8. Menurut pendapat Anda, pentingkah penggunaan Bahasa Inggris secara keseluruhan (English Only) oleh dosen FBS saat mengajar? Mengapa?
9. (Jika no. 8 tidak) Menurut pendapat Anda, perlukah dosen FBS menggunakan Bahasa Indonesia saat mengajar? Mengapa?

10. Menurut pendapat Anda, adakah manfaat dari seringnya dosen FBS menggunakan Bahasa Inggris saat mengajar? Sebutkan!

11. Menurut pendapat Anda, apakah penggunaan Bahasa Inggris dosen FBS mempengaruhi kemampuan bahasa Anda? Jelaskan!

12. Menurut pendapat Anda, apakah dosen FBS harus selalu menggunakan Bahasa Inggris saat bertanya kepada mahasiswa? Jelaskan!

13. Menurut pendapat Anda, pentingkah penggunaan Bahasa Inggris oleh dosen FBS untuk menjelaskan sesuatu yang sulit seperti tata bahasa (grammar), kosa kata (vocabulary), atau konsep yang penting? Jelaskan!

14. Apakah Anda memahami materi yang dijelaskan dosen menggunakan Bahasa Inggris?

15. Berapa persenkah Anda memahami materi yang dijelaskan oleh dosen menggunakan Bahasa Inggris?

16. Manakah yang lebih mudah bagi Anda (a) dosen menggunakan Bahasa Inggris secara keseluruhan (b) dosen menggunakan Bahasa Inggris dan Bahasa Indonesia saat mengajar? Jelaskan!

17. Apa yang Anda rasakan ketika dosen lebih sering menggunakan Bahasa Inggris ketika mengajar? Sebutkan!

18. Menurut pendapat Anda, adakah kesulitan yang Anda hadapi ketika dosen lebih sering menggunakan Bahasa Inggris ketika mengajar? Jelaskan!

19. Menurut pendapat Anda, apakah pemilihan bahasa yang digunakan oleh dosen menunjukkan kualitas dosen tersebut? Jelaskan!

Jika saya memerlukan informasi yang lebih mendalam mengenai kuisioner yang Anda isi ini, dapatkah saya menghubungi Anda untuk wawancara lebih lanjut? Ya/Tidak (lingkari salah satu)

Jika Anda bersedia, mohon isi informasi di bawah ini:

Nama : 

No. HP : 
