

STUDENTS' AND TEACHERS' PERSPECTIVE OF ENGLISH LANGUAGE IN MULTILINGUAL EFL CLASSROOM

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ABSTRACT

Multilingual nowadays become a global phenomenon in which technology growing rapidly and increase people's mobility from one place to another. Because of the globalized forms of a super diverse society, the identities cannot be identified as well as possible. This research aims to understand the learning system in the English classroom when the teacher explains for students and this study tries to seek the students challenging when the teacher gives the learning use uncommon vocabulary with the student's multilingual background. This study employed diagram statistics, in which questionnaires and interviews were used as the instrument along with qualitative design. Participants in this were 8 students 5 teachers from junior high school in Bogor regency. All students in the sample class were seven until nine grade classrooms. The result of questionnaire showed that the junior high school students of SMPN 1 BOJONGGEDE have trouble teachers use English in classroom when they explained material in English classroom. The result of interview showed that most students felt boring when teachers used books in English learning and the teacher can help students when students don't understand about material explained.

Keyword : *Multilingual, English Classroom, Questionnaire and Interview.*

INTRODUCTION

English language as the most used language whole around the world, plays an important role to control human society in many sectors, such as economic, social, educational, ideological values based on the intention of the user. McKenzie, 2010; Tokumoto & Shibata, 2011; Young (as cited in Abdurahman, Gandana, Novianti, 2006).

The use of the English language in English Language Teaching in Indonesia is very impressive because the government makes English as one of the school subjects that tested for the national examination. On the other hand, the use of the English language for daily routine could 'erode' the use of traditional language and mother

language Lauder (as cited in Abdurahman, Gandana, Novianti, 2008). Thus, it is rarely in using English as an instruction even though it plays a role in the academic atmosphere Widodo (as cited in Abdurahman, Gandana, Novianti, 2008).

As Krashen (as cited in Purnama, 2014) stated that the students use their comprehensible input to learn a foreign language in the second language acquisition's classroom. According to Swan (as cited in Haryanto, Sulistiyo, Khairani, Wulan, 2016) when the students are given a chance to use more L2 in the classroom to have good writing and spoken input. Hence, students need to use English in order to build their English proficiency. Krashen (as cited in Purnama, 2014) pointed out that it will make the language learners more active in the second language class. In line with this, a study was conducted in Kenya and Uganda (Muthiwii, cited in Kioko, 2013) stated that Children need to have a good understanding of English better than using the mother tongue.

In this case, multilingual nowadays become a global phenomenon in which technology growing rapidly and increase people's mobility from one place to another. Rasman (2018) (as cited in Cenoz, Gorter, 2015; Garcia, Flores, & Woodley, 2015). Because of the globalized forms of a super diverse society, the identities cannot be identified as well as possible. (Rasman, 2018) (as cited in Blommaert & Rampton, 2011).

Consequently, this study will explain the actual language practice such as code mixing Canagarajah, 2006), flexible bilingualism (Creese & Blackledge, 2011), and translanguaging (Creese & Blackledge, 2010; Garcia, 2009). It is because the researchers are now studying speakers' actual language practice in given a context rather than socio-political construction of the language (Rasman, 2018).

In fact, it is only a few studies explain the important concepts to face a multilingual era, for instance how to apply the concepts in the educational setting that might be challenging. (Rasman, 2018) (as cited in Canagarajah, 2011; Martin, 2005). One of the challenges is translanguaging place at schools in which the students' trans language is not easy to build, depending on how the learners construct the boundaries given by socio-political context. (Rasman, 2018) (as cited in Wei, 2011). The

teachers should focus on whether the students make use of the space on building translanguaging and how to implement which should be avoided as well. (Rasman, 2018) (as cited in Lin, 1999). Therefore, it would be more challenging if the context in the EFL/ESL where monolingual bias occurs more often. Rasman (2018) (as cited in (Paramesvaran & Lim, 2018).

A multilingual here means a person who speaks two or more languages. The term 'multilingual' includes the term 'bilingual', a term, in general, refers to individuals who speak two languages. The purpose of using multilingualism rather than bilingualism, trilingualism is to distance itself from the traditional concept of language separation (Rasman, 2018).

Classrooms are the context where language contact could easily be found, especially between local language or national language and foreign or second language. (Rasman, 2018) (as cited in Cenoz & Gorter, 2015; Levine, 2011). Talk about the EFL classroom, to make the English teaching successful in class is dependent on the interaction among students and teacher (Nasir et al., 2019). The relationship between students and teachers in the class of Languages such as English or other languages depends on how often they have a conversation, even though, students feel difficult to understand the learning process because it is not their daily language that they used. It is the same with the finding of a study of Maulana, opdenakker, stroet, and bosker (2012) that Indonesian teachers feeling difficult to have a conversation with their students. They only lecturing the students with less acknowledgment, teaching process, student's faults, and misconceptions, (Nasir et al., 2019) (as cited in Suryati, 2015).

The researcher aim at understand learning system in classroom English when teacher explain for students and this study try to search problem students when teacher explain English learning use hard vocabulary. EFL classroom difficulties planning for teaching because teachers choosing material, determining learning activities.(Raynesa, 2019) (as cited in Permana, 2010; Farid 2014; Saputri, 2017).

RESEARCH METHOD

This study employed diagram statistics, in which questionnaire and interview were used as the instrument. Besides, examined teacher's and students perception regarding the English language on EFL classroom that junior high school with google drive gather data. Both quantitative and qualitative methods used by pointing out the research question. Quantitative approach one of type research use number for calculating result study (Steckler et al., 1992).

Participants in the study were 8 students 5 teachers from junior high school in Bogor regency. All students in the sample class seven until nine grade classrooms. Teachers recruited for the study worked in the school.

The first step to create a questionnaire using google application and made questions for junior high school. The material about perception students when the teacher explains English material. Sometimes, researchers interview teachers giving questions face to face and gather data through audio recording.

The next step is searching responses from junior high school, it turns out 8 people in SMPN 1 BOJONGGEDE through application google provide. Researchers meet colleagues who have profession as teachers and made a date to gather and ask for interviews. Qualitative research is a type of research finding problem and gives questions for participants; gather data of words from participants; describe and analyze these words conducts the inquiry (Djiwandono, 2019). These researchers collect data in the voice note from teachers, my research study only focused on

teacher's perception of how to learning English for students in junior high school. The data collection used for this study is the individual interview. Interviews that are done face-to-face are called in-person interviews; interviews conducted over the telephone are called telephone interviews (Oliver, 2013). A strength of interviews is that a researcher can freely probe (prompts used to obtain response clarity or additional information (Oliver, 2013). Sugiyono (2006) defined interview as the meeting of two person who exchange information and ideas through question and answer in order to find meanings in certain topic. According to Inayah, (2012), as cited in Singarimbun (1987), interview is dialogue done by interviewer to get information by asking about students interest, condition of equipment directly to the respondent. The aim is usually to gather an authentic understanding of people experience.

In order to gain deeper understanding of the research question, the researchers decides to interview 5 of participants to explore more about the issues. Cresswell (2012) explained that interview can be consisted of unstructured and generally open-ended question. Furthermore, the interview of this study is semi- structured and open-ended, where the researcher takes some notes and then later transcribe those. Further, the interview consist of 6 basic question to lead. Thus, I listen to the audio recording. The result shows students sometimes has trouble in learning English vocabulary and understading materials. The result of interview teachers give opinion.

- Figure 1: use fun learning for teaching English because students very happy and knowledge understands easily.
- Figure 2: the teacher perception use curriculum KTSP (*Kurikulum Tingkat Satuan Pendidikan*) because of not charge students with assignment and learning process not monotonous.

- Figure 3: searchability the student's and teacher's opinions sometimes use hard vocabulary to make students not understand the materials.
- Figure 4: teaching English to use theoretical and fun learning because the catch of students only 20 minutes and the teacher explains material appropriate curriculum and students feel boring.
- Figure 5: learning English use storytelling and play games because can add vocabulary for students.

conclusion The teacher must be an alternative teaching English use technology because students feel boring use books for learning English and the teacher can help students when students don't understand about material explained.

Questionnaire is set of question designed to measure participants' perception, attitudes, views and opinion on some issues. The purpose of this questionnaire is to find out students perception toward teachers talk in English classroom. The questionnaire has been categorized into 4 themes. The first themes is about students preferences toward language teacher use in English classroom. The second is about students feeling towards language teachers uses in English classroom. The third is about advantages toward language uses by teacher. The last is about students positive perceptions toward language teachers used. The questionnaire was adopted from Haifa (2010) and used Likert scale to measure students perception. The questionnaire contained 14 statements. The researcher translated it into Indonesian to help participants fill the questionnaire easily. The instruments of data collection used is close-ended questionnaire. According to Kasiram (2008), analyzing questionnaire need to follow several crucial steps; cheecking, editing, coding, and tabulating the data. The researcher first checks all questionnaire items of missing characters or

words to avoid any misunderstanding issue, then distributing those questionnaire to participants. The data obtained from questionnaire is analyzed statistically by counting the percentage of the students' answers in each item of the questionnaire. It used to know the students' perception towards teachers' talk in English classroom.

This step questionnaire participants grade seven from SMPN 1 BOJONGGEDE. That chart give conclusion many students not understand when teacher give material in English classroom.

Table 1: The responden students participant from Junior High School

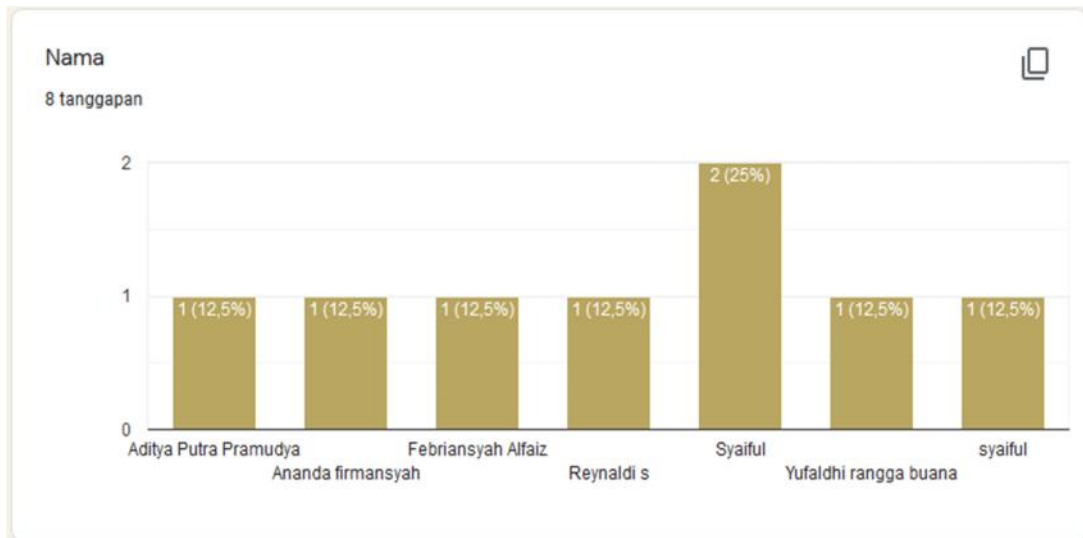
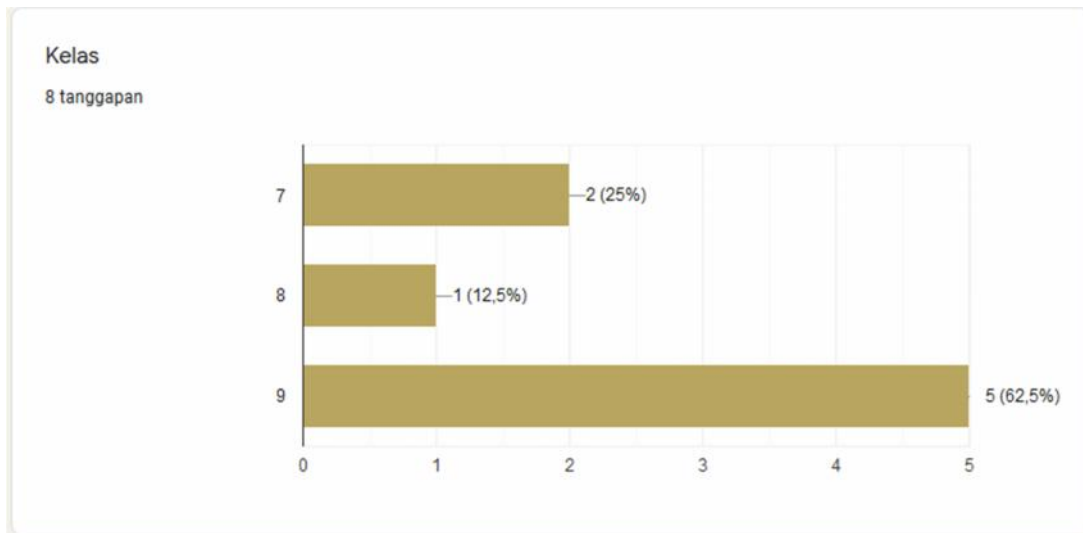


Table 2 : The participant class Junior High School.

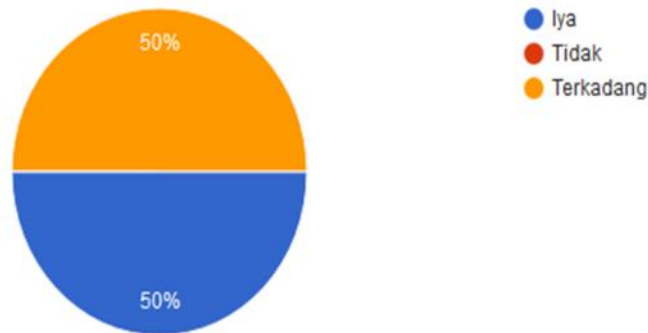


Based on the table, 8 respondents in junior high school were categorized into three: (1) class 7 (seven) participants 2 (25%), (2) class 8 (eight) participant 1 (12,5%), (3) class 9 (nine) participants 5 (62,5%). Gather data from SMPN 1 BOJONGGEDE.

The figure average has the same trouble such as less understand the material, the teacher explains material quickly, students difficult for understanding material and the teacher used hard vocabulary for teaching English. Based on the table, 8 respondents in junior high school were categorized into three: (1) class 7 (seven) participants 2 (25%), (2) class 8 (eight) participant 1 (12,5%), (3) class 9 (nine) participants 5 (62,5%). Gather data from SMPN 1 BOJONGGEDE.

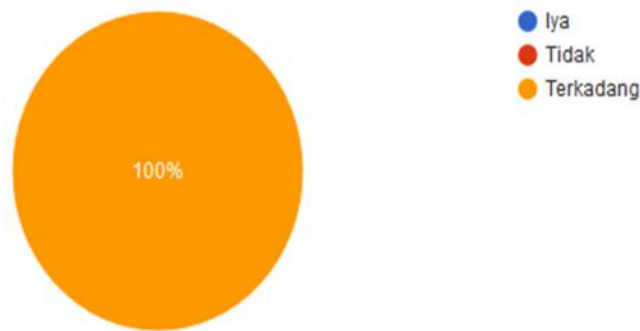
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Pie chart 1 : The result question is “understand what teacher teach in class”



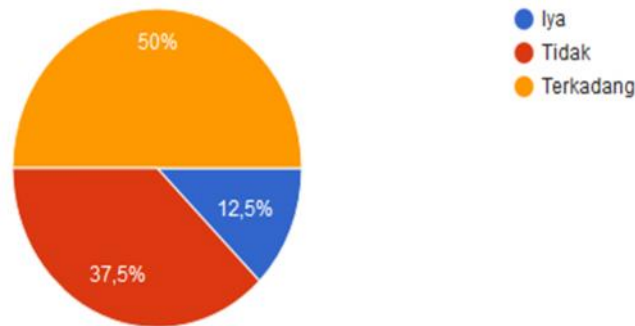
Students can understand what the teacher explains in class and the teacher also feels confident to deliver the knowledge to students in the classroom.

Pie chart 2 : The result question is teacher explain the study too fast



The data from students from (pie chart 4) get it percentage 50% relate with teacher explanation detail. The teacher cannot make the students follow the flow that the teacher goes to.

Pie chart 3 : The result question is the teacher used unsimilar vocabularies



The students do not understand some vocabulary that the teacher says in class, however, the teacher can not predict what words the students understand or not. The next instrument is interview with teachers given question face to face and recording audio. The researchers gave 5 questions related with English teaching and learning. The interview used in Indonesian language and the responses are Indonesian teacher who teach English language. The interview written below.

CONCLUSION

Using qualitative and quantitative as ways to collect the data and questionnaire and interview as instruments. It turns out, that the teaching English language on EFL classroom in Indonesia do not effective yet because the student hardly understand and students vocabulary does not fit with teacher English proficiency. The researcher hope in the future teaching the English language can be optimized. Based on the result and discussion in the previous chapter, the researcher would like to summarize some conclusions as follow :

1. Students' perspective in English classroom showed that most students want their teachers to used L1 in English learning process, because they felt more

comfortable, motivated and secured in expressing their ideas. In other words, students got advantages when teachers use L1, they have a better understanding on grammar points and can maximized valuable time in class better if teachers talk in L1 during English class.

2. Students expectation about teachers English classroom, most of them want their teachers to used L1, so that they can easily understand the material. This applied better when teachers are explaining grammar or complicated-meaning vocabulary. It was just few of them who want their teachers to mix both L1 and L2 in classroom. To practice their English is their reason for doing so. More chances to listen to and practice L2 if teachers use the language in classroom.

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