

## LANGUAGE USE IN ENGLISH COURSE AT HALIM SANUSI UNIVERSITY

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### Abstract

This study aims to investigate the use of language in the English Course at Halim Sanusi University. Besides, It explores students' perception of the tutor's language in the English classroom at Halim Sanusi University. The method that was used in this study is a descriptive qualitative research method. The subjects were thirteen students of the English Course at Halim Sanusi University. To collect the data, this study used interviews and questionnaires using google form. The result showed the use of language in the English Course at Halim Sanusi was varied enough. Based on the students' view, the tutor and students used English 35,07%, Indonesian 32,51%, used Sundanese language 8,46%, and mixed language 56,39%. Mix language here was code switching and code mixing. And based on students' perception of the language use, several students preferred using Indonesian. They realized that the use of Indonesian in the classroom would make them easier to understand the material given. Several students preferred using English than Indonesian. They realized that the use of English in class would make them improve their proficiency in English. They adopted what they found from the teacher's target language and become comfortable in using the target language too. Additionally, most students perceived that the tutor may mix English and Indonesian equally. They expected that both English and Indonesian are combined and used by the tutor in the classroom interaction. Thus, using English improved their comprehension, while Indonesian were easier for them to understand the materials.

**Keywords:** language use, interaction, materials, diversity, class.

### INTRODUCTION

The use of foreign language in the class is important to improve students' language proficiency. Krashe (1982) said that students could develop their oral proficiency when they expose more foreign language input by hearing their teacher's language use in classroom interaction and by practicing it when they have opportunities to communicate using English as target language. When the teacher always speaks English, the students will motivate themselves to use it, because they imitate their teacher (Raihani, 2011). Met and Rhodes (1990) support these statements, they conclude that the more students hear the target language, the more they use it in their interaction, the greater will be their linguistic growth. These statements show the important tutor uses a foreign language in the class.

However, not all students and tutors are committed to using target language in the classroom. The students rarely use target language because they worry about making mistakes and errors, so their partners do not understand what they mean. And also the tutors rarely use target language to communicate in the class because they doubt the student's understanding of the instruction and the material that tutor explained during the learning process. Meanwhile, when students listen to the tutor's use of language in class, they begin to learn not only about the language itself but also about how to use the

language in a realistic context (Zulfah, Rasyid, Rahman, & Rahman, 2015). Furthermore, when the tutors ignore the use of target language in class, the goal of teaching could not be effective. Besides, when the tutor uses target language in the class while the students don't feel clear about target language. The instruction and learning process will fail. Brown (2001) believes that the use of students' first language in foreign language classroom situation becomes an option as long as it is limited by the need of the first language itself.

Using first language, second language or target language are important in foreign classroom. The tutor can use code switching and code mixing for achieving the goals of the learning process. Some experts define code switching. Suwito (1985: 68) in Fanani & Ma'u Fananni & Ma'u, (2018) stated code -witching is a transition event from one code to another. According to Subrto in Hasan, (2014) code switching can be defined by switching or moving a form of speech from one language to another, or from one variation to another, or from one dialect to another. Sushmita (2015) stated that code switching is essentially a change in the use of language or dialect. It can be concluded that code switching is a transition of language or variety of language that is carried by the speaker is speech act. While code mixing is a change of language to another in the same sentence without changing meaning. As Novianti & Said (2021) stated that code switching occurs when words, affixes, phrases, and clauses are used in the same sentence at the same time.

Some researchers have discussed the language use in the foreign classroom such as: Surayatika (2020) summarized some studies carried out by Atkinson (1987), Schweers (1999), and Nation (2003). The result of this research is due to seven reasons for first language use in the classroom. It is more natural to communicate in the first language of the students in the foreign class. Integrating the students' first language in the foreign language class is more effective and easier for students and teachers to communicate in the classroom. The mother tongue of the students in the foreign classroom helps teachers manage tasks and help teachers transfer tasks including establishing a common understanding of the text. The use of a mother tongue will help teachers promote classroom activities, especially in delivering a complex task. The use of a mother tongue also helps students focus on the vocabulary and grammar of the target language. Students' mother tongue lays the foundation for learners, especially the structure of the target language. Students' mother tongue lays the foundation for learners, especially the structure of the target language. Using L1 in L2 classrooms provides a sense of security, verifies students' life experience, and allows them to express themselves.

The other researcher is Agustine (2021) She has researched the title is Language Use in EFL Classroom Interaction. This research was conducted to describe how the language is used in EFL classroom interaction. The result showed the use of language at MAN Katingan in EFL classroom interaction was varied enough. Based on the students' view, teacher and students used 24,7% English, 40,4% Indonesian, 8,4% Banjarese, 0,9% Dayakese, and 26,2% mixed the language or used code-switching and code-mixing in EFL classroom interaction. On the other hand, the teacher stated that she mostly used code switching and code mixing. Sometimes, she used the local language to interact with the students in her EFL classroom.

Furthermore, Sharaea (2012) has discussed the use of language in teaching and learning foreign languages in the classroom. The results showed there are some reasons why students use the first language in the English classroom. It also helps teachers and students may be able to reduce them to improve the English language learning process.

Teachers can also adjust their classroom management to reduce the amount and frequency for first language use.

Based on the explanation above, the researcher is interested in investigating the use of language in the English Course at Halim Sanusi University. Besides, it explores students' perception of the tutor's language in the English classroom at Halim Sanusi University.

## **METHOD**

This study had been conducted using a descriptive qualitative method. According to Huberman in Fahmi (2016) Qualitative research is a research procedure that produces descriptive data in the form of words written or spoken about the properties of an individual, the state or the symptoms of a particular group can be observed.

Based on Bodgan & Biklen (in Sugiyono, 2014: 121) there are five characteristics of a qualitative method. (1) The natural setting is the direct source of data, and the researcher is the key instrument in qualitative. (2) Qualitative data are collected in the form of words or pictures rather than numbers. (3) Qualitative researchers are concerned with process as well as product. (4) Qualitative researchers tend to analyze their data inductively. (5) How people make sense out of their lives is a major concern to qualitative researchers.

## **Respondents**

This research was conducted in English class at Halim Sanusu University in Bandung. There are thirteen students who contribute to this research. It focuses on the language use in the English classroom.

## **Instruments**

This study used questionnaires and interviews. In the questionnaire, the researcher used nine questions to find out the appropriate answer of participants. In the interview, the researcher used the interview to categorize the student's participation in language use in English Class.

## **Procedures**

The researcher gives a questionnaire to the students. There were 9 questions in the questionnaire related to the use of language in the English Course at Halim Sanusi University. Then, the researcher interviewed some questions to students that were used to categorize the student's perception of language use in the English Class. Last, the data are transcribed, analyzed, interpreted, and taken to conclusion.

## **Data Analysis**

The data in this research were analyzed in the form of questionnaire text and interview results. In analyzing the data, this study applied the technique developed by Miles, et al. (2014) who stated that data analysis in qualitative study has three steps: data reduction, data display, and conclusion.

## FINDINGS AND DISCUSSION

### The Use of Language in English Course at Halim Sanusi University

There were thirteen students who participated in filling the questionnaire. Based on the research question, which was aimed to investigate the use of language in the English Course at Halim Sanusi University. The result from the questionnaire can be seen from the table below:

*Table 1. The result of The Questionnaire by students*

Questions	English	Indonesian	Sundanese	Mix
What language does your tutor often use for opening the lesson?	69,2%	38,5%	7,7%	23,1%
What language does your tutor often use for explaining material?	23,1%	38,5%	7,7%	69,2%
What language does your tutor often use for giving exercise?	46,2%	23,1%	7,7%	46,2%
What language does your tutor often use for discussing the material?	46,2%	30,8%	7,7%	53,8%
What language does your tutor often use for communicating in EFL classroom?	30,8%	15,4%	7,7%	69,2%
What language do you often use to your English tutor If you had a question?	46,2%	30,8%	7,7%	53,8%
What language do you often use to answer the question If the tutor asked you?	30,8%	30,8%	7,7%	61,5%
What language do you often use for discussing the material with your friends?	15,4%	38,5%	7,7%	69,2%
What language do you often use to communicate with your friends in the Classroom?	7,7%	46,2%	15,4%	61,5%
Average	35,07%	32,51%	8,46%	56,39%

Based on the table above, it can be concluded that the tutor and students mostly use English language for opening the lesson. It is shown by students' answers that 69,2% tutor used English, 38,5% used Indonesian, 7,7% used Sundanese, and 23,1% used mixed language. In explaining material, the tutor used English 23,1%, Indonesian 38,5%, used Sundanese 7,7%, and mixed language 69,2%. It can be concluded that the tutor mostly used mixed language in explaining the materials. In giving exercise, the tutor used English 46,2%, Indonesian 23,1%, Sundanese 7,7%, and mixed language 46,2%. It can be concluded that the tutor mostly used English and mixed language in giving exercise. In discussing the materials, the tutor used English 46,2%, Indonesian 30,8%, Sundanese 7,7%, and mixed language 53,8%. Tutor mostly used mixed language in discussing the materials. In communicating in the classroom, the tutor used English 30,8%, Indonesian 15,4%, used Sundanese 7,7%, and mixed language 69,2%. Tutor mostly used mixed language in communicating in the Foreign language class.

For students, they mostly used mixed language when they asked a question. It is shown by table that students used English 46,2%, Indonesian 30,8%, used Sundanese 7,7%, and mixed language 53,8%. In answering questions, if the tutor asked students, they used English 30,8%, Indonesian 30,8%, used Sundanese 7,7%, and mixed language 61,5%. It can be concluded that students mostly used mixed language in answering the tutor's question. When discussing with friends, they used English 15,4%, Indonesian 38,5%, used Sundanese 7,7%, and mixed language 69,2%. It can be concluded that students mostly used mix language in discussion with their friends. In communicating with their friends in the class, they used English 7,7%, used Indonesian 46,2%, used

Sundanese 15,4%, and used mixed language 56,39%. We can conclude that the students mostly used mix language in communicating with their friends in the classroom.

The language used in foreign class as a whole can be known. The tutor and the students used English in the class 35,07%, used Indonesian 32,51%, used Sundanese language 8,46%, and mixed language 56,39%. It can be concluded that the tutor and students mostly used mixed language in the classroom. It is either the interaction of a tutor with students or students with their friends.

Based on the data above, tutor is rarely used Sundanese language in the class. It is only 8,46% used Sundanese in the class as a whole. It occurred because the are some students don not understand Sundanese language. If the tutor insists use Sundanese, it is worried the materials do not transfer well. And when students often listen to Sundanese in the class, it cannot improve the English proficiency of students.

Indonesian is used more often than Sundanese in the classroom. It is 32,51% tutor and students use Indonesia. It occurred because the first language of the majority in class is Indonesian. By using Indonesia, students can understand the instructions and materials easily given by the tutor. As Khati (2011) stated that students felt that mother tongue should be used in EFL classroom interaction to understand the difficult concept better. It is supported by Cook (2001), he stated that the first language could be used to teach explicit grammar rules to students to help them get a better understanding of these grammar rules. It can be concluded that the use of Indonesian in the class is important. It can support the learning process to a successful learning outcome in foreign language class.

English is used more often than Indonesian and Sundanese in the class. It is 35,07% tutor and students used English as a whole in class. The use of target language is important to develop students' ability. As Krashe (1982) said that students could develop their oral proficiency when they expose more foreign language input by hearing their teacher's language use in classroom interaction and by practicing it when they have opportunities to communicate using English as target language. It is supported by Met and Rhodes (1990), they conclude that the more students hear the target language, the more they use it in their interaction, the greater will be their linguistic growth. These statements show the important tutor uses a foreign language in the class.

The students mostly used mixed language in the classroom. It is 56,39% tutor and students use mixed language as a whole. When the tutor and students used mixed language. The learning process will be successful. The use of first language will make students understand the material and instruction. And the use of target language will develop students' proficiency. It can be concluded that the use of mixed language is important in the classroom.

### **Students' Perception of The Tutor's Language in The English Classroom**

The finding of students' perception could be seen as follows:

#### **1. Students like when tutor used English in the classroom**

Several students like it when the tutor uses English in the classroom.

*"I feel happy because of tutor's English used will help me in better understanding about English."*

The data above shows that the students like when the tutor uses English. And they believe that It can help them to improve their English.

#### **2. Students don not like when tutor used English in classroom**

Several students do not like when tutor used English language in the classroom.

*“It is difficult to understand because the students have not mastered English yet”*

A different response comes from other students that they do not like when the tutor uses English. It's because they realize their English ability is poor. So, it was difficult for them to understand that their tutor used English in the class.

3. Students prefer the tutor to use English dominantly.

Several students preferred their tutor to use English dominantly.

*“I choose dominant in English, so that it can help me speak good English and help me know more vocabulary”*

The data above shows that students prefer their tutor to use English dominantly in the classroom. They realized that situation would help them in using English correctly and it would give them input about vocabulary.

4. Students prefer to the tutor use Indonesia dominantly

The different perception comes from other students who preferred their tutor to use Indonesian in the classroom.

*“Indonesian. Because with Indonesian the lessons are easy to understand”*

The data above shows that students preferred t their tutor should use Indonesian all the time. They realized it would help them to understand the materials given.

5. Students prefer the tutor use English and Indonesian equally in classroom

Most students preferred their tutor to use English and Indonesian equally. The tutor should use English in order to give input about how to use English correctly and the tutor also should use Indonesian in order to make them easy for them to understand the materials given.

*“I think it's better to be balanced because if used English all maybe not all students know or understand what the teacher said. But if the teacher used Indonesian, how will English students' comprehension were developed, while the subject which taught was English if the teacher didn't use English, it's not English”*

The data shows that when a tutor is just using English, the teaching process would make it difficult to understand the materials given. Meanwhile, when the tutor is just using Indonesian, the teaching process will not improve students' ability in English. They preferred the tutor to use both English and Indonesian so that all students will get input from the teacher's English and all students will understand easily from the teacher's Indonesian use.

Based on all the data above, several students like tutor used Indonesian and use it dominantly in the classroom. They believe that it will make it easier for them to understand the material. It is suitable with the argument of Khati (2011), that students felt that mother tongue should be used in EFL classroom interaction to understand the difficult concept better. It is supported by Cook (2001), he stated that the first language could be used to teach explicit grammar rules to students to help them get a better understanding of these grammar rules. The students also think that, when the teacher uses Indonesian in the class, they will be easy for them to remember new words. As Khati (2011) said that by using first language, teachers can explain the meaning of new words more effectively in a shorter time than if they use the target language.

In addition, several students perceived using English in the class and using it dominantly is better for them. They realized that when the tutor used English in the classroom, they could improve their ability. They will adopt what they found from their teacher's target language use and they become comfortable in using the target language too. The same finding from Met and Rhodes (1990), they conclude that the more students



hear the target language in meaning-filled context and the more they use it in realistic interaction, the greater will be their linguistic growth.

Most students feel that it would be better for them if their tutor combined the use of the target language and mother tongue in class. When the tutor uses English, it can help them to improve their English skills. Moreover, they think that if the tutor only uses English in the classroom, they will not understand the material given by the tutor. Students believe that if the tutor uses Indonesian when explaining the material, they will understand it more easily. However, if the tutor only uses Indonesian, the entire teaching process will not improve the student's ability in English. They expect that both English and Indonesian are combined and used by their tutor in the classroom interaction. English will give input about English comprehension for them and Indonesian will make it easy for them to understand the materials given.

## CONCLUSION

The tutor and students used Sundanese, Indonesian, and English in the class with different frequencies. Tutors and students used English in the class 35,07%, used Indonesian 32,51%, used Sundanese language 8,46%, and mixed language 56,39%. Tutor and students mostly used mixed language in the classroom and least used Sundanese in the classroom. It is either the interaction of a tutor with students or students with their friends.

The students' perception, several of them preferred using Indonesian is better than using English. They realized that the use of Indonesian in the classroom would make it easier to understand the material given. Several students preferred using English better than using Indonesian. They realized that the use of English in class would make them improve their proficiency in English. They will adopt what they found from their teacher's target language use and they become comfortable in using the target language too. In addition, most students perceived that the tutor should use English and Indonesian equally. They expected that both English and Indonesian are combined and used by their tutor in the classroom interaction. English will give input about English comprehension for them and Indonesian will make it easy for them to understand the materials given.

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