

BILINGUAL INTERACTION IN EFL CLASSROOM

Sitti Rahmayanti¹, Muhammad Azwar Assiddiq^{2*}, Sri Hariati Mustari³, Abdulhalim Daud⁴

¹English Language Teacher, SMPN 5 Bangkala Barat, Jenepono

^{2,4}English Language Education Study Program, FKIP Universitas Khairun

³Department of Government Science, Institute of Political Social Sciences, Makassar

Email: sittirahmayanti@gmail.com; srihartatimus@gmail.com; abdulhalim.limm@gmail.com

*Correspondence: azwarassiddiq@unkhair.ac.id

Abstract

The objectives of the research were to find out (1) the way of the teacher to involve the students in bilingual interaction, (2) the EFL students' attitude towards bilingual interaction, and (3) the impact of bilingual interaction on the students' bilingual achievement. This research employed a case study design. The participants of this research consisted of 1 EFL teacher and 4 EFL students. The data were obtained through observation, interview, and document. The data were analyzed based on procedure of data analysis which consisted of data collection, data display, data condensation and conclusion: drawing/ verification. The findings showed that (1) there were three steps in teaching process by bilingual interaction, they were beginning the class, learning process, and closing the class. It also showed that teacher's way are classified into a highly advocating teacher (HAT) who advocates use of bilingual interaction and endeavor to find an alternative ways to using L1/L2 during teaching; (2) there were two kinds of the EFL student's attitude toward bilingual interaction. Those were positive attitude and negative attitude. It also showed that there were some categories that EFL students' attitude toward bilingual interaction in EFL classroom. They were highly interesting student (HIS) where student feeling that cause special attention to some object and readiness to learn about something, highly monitoring teacher (HMT) where the teacher monitors her instructional language to attract students' attention in learning English based on their condition, and highly responding student (HRS) where student respond the explanation of material from teacher seriously; and (3) there were two of students' bilingual achievement, those are high achievement and low achievement. So, it is showed that bilingual interaction give impact on the student's achievement especially of students' bilingual achievement. It also showed that there were some categories that EFL students' attitude toward bilingual interaction in EFL classroom. They were highly monitoring teacher (HMT) where the teacher monitors her instructional language to attract students' attention in learning English based on their condition and highly responding student (HRS) where student respond the explanation of material from teacher seriously. The findings led to the conclusion that bilingual interaction made the teacher- students and student- students more interactive within the classroom. In addition, the students were even confident to speak and influenced their attitude so they were actively participating in classroom activities and felt comfort interacting to the class by using bilingual interaction. Moreover, a teacher's expectation shaped a teacher's behavior, attempting to teach more and create a more positive atmosphere that led them to higher achievement.

Keywords: *Bilingual Interaction, EFL Classroom*

INTRODUCTION

In a multilingual country like Indonesia, English has been chosen as the first-foreign language in school curriculum. It is due to a simple reason that English plays an important role in the international world. Our government hopes that it can be a means to acquire science and technology.

This ongoing desire impels researcher and teachers alike to find out some helpful methods and techniques for improving L2 learning and teaching processes. So far, too many factors have been found which have serious effects on L2 pedagogy and one of them is using L1 in the L2 classroom syllabi (Lin, 2013). There have always been new ideas and theories regarding the L1 use and issues reported on it. Some of the theories have been supportive, but some contrastive to the use of L1 in L2 classrooms.

Even though there are several studies on avoiding L1 use, there are no principle reasons for avoiding the first language other than allowing students to hear as much L2 as possible. Research results of Carson and Kashihara (2012) directly suggests that L1 use should be used since it helps students to learn L2. They found that the quickest way for students to learn L2 is connect the L2 to L1.

The issue regarding the teachers' language use was selected as it has not been found to be taken place in EFL classroom in Indonesia as the setting of the research in depth. In addition, as the L1 use is considered as the marked language use or the language that would not be normally expected in a certain context thus, it seems essential to also examine the discourse function of L1 in teaching L2. Based on the background above, the researcher formulated the research questions as follows:

1. How does the teacher involve the students in bilingual interaction?
2. How are EFL students' attitude toward bilingual interaction?
3. How do bilingual interaction impact on the students' bilingual achievement?

RESEARCH METHOD

This study was a qualitative research with a case study method. There were students and a teacher participated in this research. The researcher used purposive sampling technique by taking 4 EFL students and 1 EFL teacher. The sources of data were collected by using an observation, interview, and document. The researcher did observation and interview to find out the students' bilingual interaction, students' attitude and students' achievement. Beside observation and interview, the researcher also used document like portfolio to find more accurate data of students' bilingual achievement.

FINDINGS AND DISCUSSION

The ways of the teacher involving the students in bilingual interaction

Based on data observation, there were three steps in teaching process by bilingual interaction, they were beginning the class, learning process, and closing the class. It can be seen at the following figure:

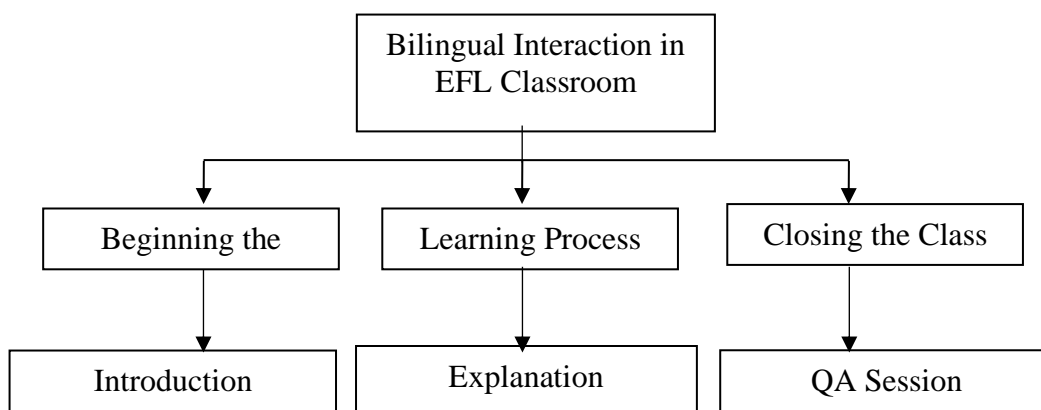


Figure 1. The Process of Learning and Teaching by Bilingual Interaction

a. Beginning the class

Based on data observation, the teacher started the learning and teaching process by greeting and then she reviewed the material last meeting. After that, she also gave warming activities before explain the material.

Greeting is one of the best way to begin the class because it is an act of communication in which human beings intentionally make their presence known to each other, to show attention, and suggest a type of relationship between individuals or groups of people coming in contact with each other. The following conversation illustrate the process of greeting in the classroom:

T : Okay, well. Assalamu Alaikum Wr. Wb!
Ss : Wa Alaikum Salam Wr.Wb!
T : Good morning, everybody!
Ss : Good morning, miss!

(Observation on 1st Meeting ,19/05/2017).

Reviewing is learning from experience or enabling others to do so. Reviewing is any process of facilitating learning from experience for others by asking questions, giving feedback, or exploring alternative explanations. The following conversation illustrates the process of reviewing material at the last meeting in the classroom:

T : Okay guys, before we start our study about explanation text, jadi sebelum kita memulai pelajaran explanation textnya, I wanna ask you about the material last week. Okay, who is still remember what is the explanation text?
S1 : Me, miss!
Explanation text is tell about something occurs.

(Observation on 2nd Meeting ,26/05/2017)

A warm up activity is a short, fun game which a teacher can use with students. The purpose of warm up is to encourage the students and prepare them to learn by stimulating their minds and/or their bodies. It is essential teaching technique for good teacher. The following conversation illustrate the process of warming activities in the classroom:

T : Okay well, before we continue our learning today, jadi seperti biasa as usual we have some warming activities, we will sing a song. There is still memorize twinkle-twinkle song?

(The students sing a twinkle-twinkle and then teacher write down in the whiteboard)

(Observation on 1st Meeting ,19/05/2017)

Based on the data above, the teacher explained the way of the warming activities in English then she translated into Indonesian. In warming activities, there were punishments if the students wrong in that game, the teacher asked the students to write down the sentence in white board if the students get punishment.

b. Learning Process

On the learning process based on the observation, the teacher explained the material in full English and then she show the video related to the material to the students. Explaining is giving an explanation of, make plain, spell out, put into words, and make clear to someone by describing it in more detail or revealing relevant facts. The following conversation illustrate the process of explaining in the classroom:

T : Okay, explanation text itu adalah text talk about how and why sesuatu itu bisa terjadi.

(Observation on 2nd Meeting ,26/05/2017)

The following conversation also illustrate the process of learning activities:

T : Okay, I will show you the video.

(The teacher show a video and the students watch it seriously)

Okay now, bagaimana pembentukan rainbow tadi? Sudah tahu semua pembentukannya?

Ss : Yes, miss.

T : Well, kita akan membuat rainbow. I mean not rainbow in the real. Tetapi tadi kalian sudah tahu kan cara pembentukannya? So, what is actually the text talking about?

S1: About dari mana asalnya pelangi.
T : So, kita menyimpulkan akan belajar apa hari in?
S2 : Rainbow.
Ss : The explanation of rainbow.
T : The explanation!

(Observation on 1st Meeting ,19/05/2017)

While the teacher show the video and the students watch it, the teacher explains again the material by bilingual interaction. So, the students more understand the purpose of the learning. After the students watch it, the teacher request them to write down the generic structure of the story related the video and then alternately were to retell the story.

c. Closing the class

Based on the data observation, the teacher close the class by using bilingual interaction also because it's the point of the learning process, she explain more the material specifically.

The teacher requested the students to review and make the summary of the material. Reviewing is any process of facilitating learning from experience for others by asking questions, giving feedback, or exploring alternative explanations. The following conversation illustrate the process of reviewing material before closing the class:

T : Bedakan yah antara procedure text dan explanation text! Meskipun kedua text talking about the process. Procedure text itu menjelaskan tentang cara membuat ini itu atau tips- tips, kalau explanation text biasanya menjelaskan natural phenomena.

(Observation on 2nd Meeting ,26/05/2017)

In the way of closing the class, the teacher requested the students to review and make the summary of the material. After that, the teacher told the purpose of the learning and then gives an assignment for the next meeting. According to the tree steps above, the teacher was proved in involving their students in bilingual interaction. This finding also was supported by interview.

As described during interview session, it became clear that the teacher who participated in the study mentioned that the large proportion of the lesson should be carried out in bilingual interaction. In general, she appears to have made very deliberate decisions as to what language she used in her teaching. This type can be called as a highly advocating teacher (HAT) who advocates use of bilingual interaction and endeavor to find an alternative ways to using L1/L2 during teaching. The following comments illustrate the teacher's viewpoints:

"The first thing is my subject is English. Absolutely I have used English. But, the second thing that we have to realize also that we live in Indonesia weather English is a foreign language in here. So, in teaching English we have to combine both of the language."

(Interview with subject teacher, 03/06/2017)

Based on teacher's interview above, it can concluded that the use of L2 has an important role in teaching and learning process in EFL classroom, but the other hand, L1 also needed to make the learning process effectively, so the teacher must combine both of language to make students more interactive in classroom.

The EFL students' attitude towards bilingual interaction

The researcher found that the kinds of the EFL student's attitude toward bilingual interaction. Those were positive attitude and negative attitude. It can be seen at the following figure:

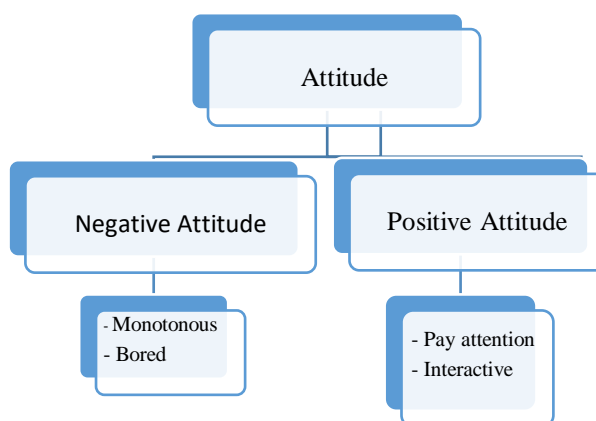


Figure 2. The kinds of Attitude

a. Positive Attitude

Positive attitude is the belief that one can increase achievement through optimistic thought processes. A positive attitude comes from observational learning in the environment and is partially achieved when a vision of good natured change in the mind is applied toward people, circumstances, events, or behaviors. The students were categorized as students' positive attitude if they pay attention more to the teacher explanation.

The researcher defines that student's interest is student feeling that cause special attention to some object. In addition, interest as a subjective-objective attitude concern or condition involving a perception or idea in attention may a combination of intellectual based on native curiosity, conditioned by experience. Similar to the EFL student's perceptions, they also perceived that bilingual interaction take effect the student's interest in EFL classroom, then make them being claimed as a highly interesting student (HIS) where student feeling that cause special attention to some object and readiness to learn about something, as the students' comments below:

Student 1: "Penjelasan dijelaskan oleh guru dua bahasa itu sebenarnya kalau saya pribadi sangat baik karena saya pribadi sangat suka bahasa Inggris sehingga ketika dijelaskan dengan dua bahasa, saya akan lebih tertarik lagi untuk belajar." (*Actually, explanation that explained by teacher by bilingual is very good because I personally really like English so when explained in bilingual, I would be more interested in learning.*)

(Student 1, interviewed 31/5/2017)

Student 2: "Saya merasa lebih nyaman karena yang seperti saya katakan tadi bahwa akan lebih bagus siswa meningkatkan kemampuannya dalam kedua bahasa tersebut dan bisa lebih fokus karena kita harus mengetahui apa yang dikatakan atau dimaksud oleh guru itu sendiri jadi saya bisa lebih focus" (*I feel more comfortable because as I said that will be better for students to increase their skill in bilingual and more focus because we must know what the teacher meant so I will be more focus.*)

(Student 2, interviewed 31/5/2017)

Student 3: "Ketika kita menggunakan bahasa bilingual, kita mengetahui maksud dari bahasa tersebut, baik itu bahasa Inggris ataupun bahasa Indonesia itu sendiri. Jadi saya merasa focus dan nyaman untuk belajar bahasa Inggris sehingga kita lebih tertarik lagi untuk belajar." (*When we use bilingual, we know the meaning of the language, whether it is English or Indonesian. So, I feel comfortable and focus to learn English so we will be more interested to study.*)

(Student 3, interviewed 2/6/2017)

From result of data interview above, it is concluded that students and their teacher more interactive by using bilingual interaction, the students more motivated during teaching and learning

process. Beside that, bilingual interaction make the students understands about the material that teacher explain.

The following comment also illustrate the students' viewpoint of positive attitude:

S4: "Saya lebih senang merespon dan memperhatikan penjelasan guru pada saat menjelaskan menggunakan bahasa bilingual". (*I prefer to respond and pay attention of the teacher's explanation when she explain by bilingual.*)

(Student 4, interviewed 2/6/2017)

Based on the interview, some of them paid attention to their teacher explanation if their teacher using bilingual interaction because they can understand the purpose of the material. Bilingual interaction is the use of two language between teacher and students in teaching and learning process in the classroom. This category is claimed by researcher as highly monitoring teacher (HMT) where the teacher monitors her instructional language to attract students' attention in learning English based on their condition.

The interview of students proved that the use of bilingual is effectively and useful. The other students also say that by using bilingual interaction in EFL classroom, they will more trained to use the both of language (L1/L2), as the students' comments below:

Menurut saya, penggunaan dua bahasa itu lebih efektif karena masih ada beberapa kosakata dalam bahasa Inggris yang belum dipahami, sehingga dengan penggunaan dua bahasa, kita lebih mengerti dari maksud pembelajaran tersebut.

(*In my opinion, the use of bilingual is effectively because there are some vocabulary in English are not understand so with the use of bilingual, we more understand the meaning of the lesson.*)

(Student 4, interviewed 2/6/2017)

From result of data interview above, it is concluded that bilingual teaching/learning involves the use of two languages as the medium of instruction. Besides that, the students more interactive in the classroom. So, the researcher concluded that by bilingual interaction, student' got positive attitude in EFL classroom.

b. Negative Attitude

A negative attitude is a disposition, feeling, or manner that is not constructive, cooperative, or optimistic. The students were categories as students' negative attitude if they can't understand the materials. The students not response the teachers' explanation because they didn't know what the teacher explain.

The researcher defines that student's response is students who have a reaction to a question, experience, or some other type of stimulus. This categories is claimed by researcher as highly responding student (HRS) where student respond the explanation of material from teacher. The interview of students proved that there are two of student's response, they are negative response and positive response, as the students' comments below:

"Ketika menggunakan bahasa bilingual, kita bisa menggunakan dua bahasa. Sementara jika kita menggunakan bahasa Inggris full, banyak teman-teman kita yang lain yang belum paham akan bahasa Inggris sehingga bisa saja mereka tidak mengerti maksud dari pembelajaran tersebut sehingga akan merasa monoton dan akhirnya akan merasa bosan. Jadi dengan menggunakan dua bahasa bilingual itu sendiri akan membuat kita nyaman dan lebih enjoy untuk belajar bahasa Inggris. (*When we use bilingual, we can use two languages. While if we use full English, there are many my friends who don't understand language in English so they can't understand the purpose of the learning so it will eventually feel bored. So by using bilingual interaction, we will be comfortable and more enjoy to learn English.*)

(Student 3, interviewed 2/6/2017)

Based on analysis of interview above, it is concluded that if the teacher use full English in explanation in the classroom, some of the students got negative attitude. Besides that, students felt

that the learning process in monotonous by using full English and it make them bored in the classroom.

According to the two kinds of attitude above, the students was proved in getting positive and negative attitude in EFL classroom by bilingual interaction.

From result of data observation classroom and interview, it is concluded that teacher more able to organized and also more builds up communication with students from the very beginning to the very end of the class session and also more interactive by using bilingual interaction, the students more motivated during teaching and learning process. Beside that, bilingual interaction make the students understands about the material that teacher explain.

The impact of bilingual interaction on the students' bilingual achievement

Bilingual interaction give impact on the student's achievement especially of student's bilingual achievement. The achievement get based on the written essay and spoken essay.

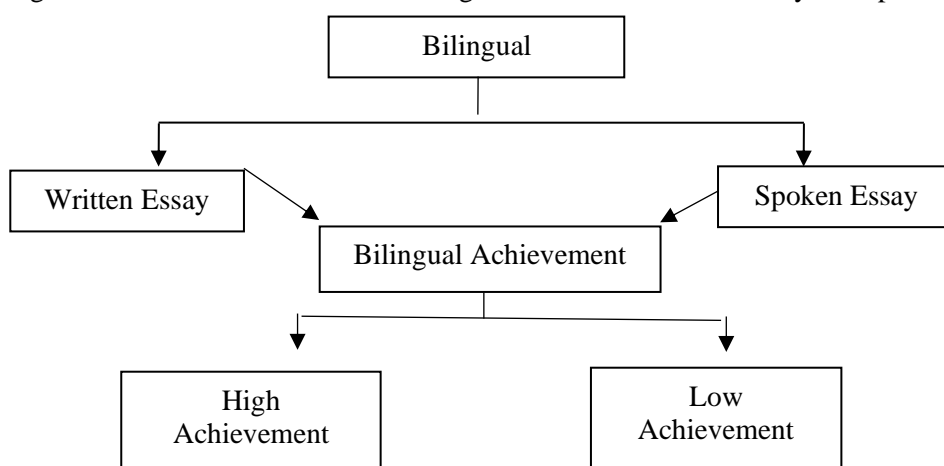


Figure 3. The Student's Bilingual Achievement on Bilingual Interaction

In measuring the students' bilingual achievement, the teacher use written essay and spoken essay. In written essay, the question is English and answer is Indonesian or they can combine it. In spoken essay, the teacher requested the students to perform their assignment in front of their friends in the classroom. By using written essay and spoken essay, the teacher got students' achievement especially in bilingual achievement. There were two of students' bilingual achievement, those are high achievement and low achievement.

a. High Achievement

The students were categories as students' high achievement if they can answer the written essay correctly and perform their assignment and more interactive in learning and teaching process.

b. Low Achievement

The students were categories as students' low achievement if they can't answer the written essay correctly and not confidence in performing their assignment. The students generally showed a good achievement as they actively participated and engaged in classroom activities. It has been seen in the way students interacted with both the teacher and their classmates with their L1/L2.

Bilingual interaction is the use of two languages between teacher and students in teaching and learning process in the classroom. This category is claimed by researcher as highly monitoring teacher (HMT) where the teacher monitors her instructional language to attract students' attention in learning English based on their condition.

The interview of students proved that the use of bilingual is effectively and useful. The other students also say that by using bilingual interaction in EFL classroom, they will more trained to use the both of language (L1/L2), as the students' comments below:

Menurut saya, penggunaan dua bahasa itu lebih efektif karena masih ada beberapa kosakata dalam bahasa Inggris yang belum dipahami, sehingga dengan penggunaan dua bahasa, kita lebih mengerti dari maksud pembelajaran tersebut.

(In my opinion, the use of bilingual is effectively because there are some vocabulary in English are not understand so with the use of bilingual, we more understand the meaning of the lesson.)

(Student 4, interviewed 2/6/2017)

From result of data interview above, it is concluded that bilingual teaching/learning involves the use of two languages as the medium of instruction. It provides both subject matter and language learning experiences in two language. Moreover, teacher's L2 use seemed not become a hinder for them in classroom. Teacher-students feedback showed how interactive the class. The Students' responses showed that they were actively participated in classroom interaction. Response is any behavior that results from a stimulus. It affect emotions and behaviours and those affect outs belief toward the environment. "We feel what we think and think what we feel", this is philosophical aspect of the students' response.

The researcher defines that student's response is students who have a reaction to a question, experience, or some other type of stimulus. This categories is claimed by researcher as highly responding student (HRS) where student respond the explanation of material from teacher. The interview of students proved that there are two of student's response, they are negative response and positive response, as the students' comments below:

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(Student 3, interviewed 2/6/2017)

Based on analysis of interview above, it is concluded that the use of full English in classroom will make the students feel bored and they can't understand the purpose of the learning process. But, if they use bilingual, they will be comfortable and more enjoy in EFL classroom. The other student also have similar perspective about it, as her comment below:

"Apabila bahasa Inggris full, saya merasa lebih kurang memahami penjelasan guru tersebut sehingga saya tidak merespon guru tersebut karena tidak mengerti maksudnya. Jadi, saya lebih merespon jika menggunakan dua bahasa karena saya lebih memahami pelajaran tersebut. *(If my teacher use full English, I feel not understand the explanation of the teacher so I don't respond my teacher because I don't know the meaning. So, I prefer to respond if use bilingual interaction because I can be more understand the purpose of the lesson.)*

(Student 4, interviewed 2/6/2017)

The students do not really thing about the activities that they have joined in the academic institution but they think more about their individual response and their relationship with the other people in the educational environment.

Based on the data collected during classroom observation, the students' result is greatly improved. The first data was taken on May 19th, 2017 where the students were invited to watch a video. This activity was collaborative writing activities, where the students analyzed the video and reported it then.

Data derived from classroom observation and documents show that the students seemed become familiar with the communicative functions associated with specific language forms in which they learn the construction of sentences and the purpose of the topic and supporting sentences. Also, the data indicated that the students have a good knowledge of grammar in developing their English skill. As a result, they could construct a better paragraph to be concluded based on the example of the video they have watched.

CONCLUSION

Based on the result of data analysis, the conclusion of this research is listed in the following.

1. There were three steps in teaching process by bilingual interaction, they were beginning the class, learning process, and closing the class. This result also showed that teacher's way are classified into a highly advocating teacher (HAT) who advocates use of bilingual interaction and endeavor to find an alternative ways to using L1/L2 during teaching.
2. There were two kinds of the EFL student's attitude toward bilingual interaction. Those were positive attitude and negative attitude. This result also showed that there were some categories that EFL students' attitude toward bilingual interaction in EFL classroom. They were highly interesting student (HIS) where student feeling that cause special attention to some object and readiness to learn about something, highly monitoring teacher (HMT) where the teacher monitors her instructional language to attract students' attention in learning English based on their condition, and highly responding student (HRS) where student respond the explanation of material from teacher seriously.
3. There were two of students' bilingual achievement, those are high achievement and low achievement. So, it is showed that bilingual interaction give impact on the student's achievement especially of students' bilingual achievement. This result also showed that there were some categories that EFL students' attitude toward bilingual interaction in EFL classroom. They were highly monitoring teacher (HMT) where the teacher monitors her instructional language to attract students' attention in learning English based on their condition and highly responding student (HRS) where student respond the explanation of material from teacher seriously.

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