

THE HURDLES OF THE TEACHER IN THE PRACTICE OF TARGET LANGUAGE IN THE INDONESIAN EFL JUNIOR HIGH SCHOOL

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ABSTRACT

In teaching learning process, the target language is an important thing which has been noticed by the teacher. The phenomenon about misunderstanding language is not only occurring in daily life with soft conversation but also in the formal education. In education event, when the teacher teaches students in the classroom, they use target language during activities. The aims of this study were to describe the teacher's hurdles in using target language at first grade of Junior high school and how the teacher delivered instruction by using target language at EFL class. This study used a descriptive qualitative approach. This study used a qualitative description. Five English teachers were involved. The researcher collected the data as interview, and observation. Referring to the finding of the study, based on result of interview found the teachers problems used target language in teaching learning process, such as; the low vocabulary of the students, the ability of English skill of the students, the situation in the classroom did not support the use of target language, the time was not effective. Based on the findings of classroom observation in classroom the teacher delivered used the target language in simple sentence on greeting, giving instruction, asking question, delivering materials and closing.

Keywords: Target language, EFL Class, Teacher's hurdle

1. INTRODUCTION

Education is the process of society deliberately which transmits accumulated knowledge, skill and values from one generation to another. According to (Arnett, 2002) education is process of training and instruction especially of children and young learner in school, collage. This is designed to give knowledge and to develop skill. Education can also be defined as the process of becoming an educated person. As international language, it has been a common truth that having ability to communicate in English is very useful for everybody especially for students who learn English. In addition, teacher usually uses English to teach English to communicate in teaching and learning process. In Indonesia, English is used as target language. Target language is language to learning form the other country. The teacher use target language in teaching learning process in classroom. School is one of formal place to use target language,

and teacher's job is to determine method and everything about teaching (Tarigan, 2008). So that, the teacher uses target language in his classroom for teaching formal education in the process of getting knowledge. In this study the researcher wants to know the teacher's problems in using target language. The researcher wants to know how the teacher's using target language at EFL class of the first grade at SMPN 1 Muara Jawa, MTSN 1 Muara Jawa, SMPN 3 Sebulu and SMPN 1 Kembang Janggut.

2. METHODS

The researcher design of this study was qualitative study that aims to describe the various teachers' problems in using target language at EFL class first grade. According to (W.Creswell, 2008) in qualitative research, the main methods include observation, in-depth individual interviews, focus groups, biographical methods such as life histories and narratives, and analysis of documents and texts. They also add that qualitative research involves natural settings in which no experimental or manipulated setting implemented. In line with the idea about natural setting, (Miles, 1994) also state that qualitative studies are conducted in a real social life, and can have real consequences in people's real lives. This study focused on the analysis of students activities records without any experimental or manipulated settings involves. Therefore, the design of this study was qualitative design.

The subject of this study were six of the English teachers of the first grade of SMPN 1 Muara Jawa, MTSN 1 Muara Jawa, SMPN 3 Sebulu and SMPN 1 Kembang Janggut. The researcher choose them as sample because they have a good teaching experience for more 10 years and also has certificate of Pendidik of the Ministry of Education and Culture and got score 75 of Uji Kompetensi Guru (UKG). In addition, the teachers have an educational background in English. The main instrument for data collection and analysis in qualitative research is the researcher herself (Fraenkel and Wallen, 2000). The researcher observes the subject by using the check list of table of observation. In collecting the data, the researcher observed the condition of the classroom. The data existed all of the utterances during teaching learning process. The researcher observed and took the data from the utterances and expression used by the teacher. All of the utterances are the real data to be processed to finish the research. It will consist the beginning of the lesson, the middle of the lesson, and the end of the lesson. Starting from the beginning of the classroom observation, the data were taken when the teacher opened the class. The next was continue in teaching learning process. The last conducted when the teacher closed the class. The researcher also used recorder, check list of table and to help to collect the data. To complete the data, the researcher gave an interview. Interview was one

of the several data collecting method which is most common used in qualitative research. (Fraenkel and Wallen, 2000) stated that qualitative research used interview to uncover the meaning structure that participant use to organize their experiences and make sense of their words. In order to get specific data, the researcher got information about teachers' problem in using target language at EFL by interviewing the teacher. In interviewing the teacher, the researcher used Indonesia language. It is easier for the teacher to answer the questions by using her first language. The interview recorded by tape recorder in order to get complete data. The researcher used the theory from (Hurbeman, 1997). There are three concurrent flows: data reduction, data display, and the last is conclusion drawing and verification.

3.FINDINGS

The research findings were presented to answer the research questions on the teacher's problems and how the teacher delivers instruction by using the target language in teaching learning process in the classroom. Based on the results of the classroom observation and interview, the data on how the teacher delivers the instruction and what the teacher's problems in using the target language in teaching learning process in classroom are.

The students did not know the meaning of the vocabulary. The teacher must be active in teaching and learning activities. The teacher felt hard to teach because the students did not understand what the teacher said. Sometimes students made situation which is not conducive in the classroom. They were too crowded so the teacher had to give attention to students.

“The students' do not have much know the meaning of vocabulary, I felt hard to teach because the students did not understand what I said. I must (be) active with the students with giving example and retelling the story. The students made the situation which is not conducive in classroom”. (L13T)

The ability of English skill of the student is low. The teacher tried to use two languages to help the students understood what the teacher meant. The teacher explained that the students did not respond when the teacher asked about grammar and asked the students to speak by using the target language but also the students were silent, the students when they answered the exercises in the exam did not all true.

“I think the ability of English skill of the student is low. So I am so hard to explain the material, I tried to use two languages to help the students understood what I meant. The students did not respond when I asked about

grammar and speak by using target language also the students were silent, and the students when they answered the exercises in the exam did not all true.
(L15T)

The students felt difficulties what the teacher talked to them, the students felt hard and confused when the teacher talked by using the target language, the situation did not support the teacher to use the target language in teaching and learning. In this situation the students did not respond and there were no feedback of the teacher's explanations.

“When the students felt difficulties what I talked to them, so I explained again what I meant. The students felt confused when the teacher talked by using the target language, the situation did not support the teacher to use the target language in teaching learning. The students did not respond and there were no feedback explanations by me”. (L25T)

When the teacher taught class some students were noisy. The teacher asked the students to be calm and she repeated the command very often. This situation made the time was not effective in teaching and learning process in the classroom.

“I had problem toward using time in teaching use the target language when the students were noisy. So that, I gave instruction in order to the students could learn calmly. The situation always happened, this make the use of time in teaching process was not maximal” (L27T).

Based on the interview, four hurdles which the teacher had in using of the target language. Firstly, the low vocabulary of the students. The teacher must be active in teaching because the students' do not have much vocabulary. The students did not know the meaning of vocabulary, that is why the teacher hard to teach by using target language in the classroom. Secondly, the students' ability of English skills. The students' ability of English skills is low. The teacher tried to use two languages to help the students understood what the teacher meant. The students had different ability of English skill in classroom. The teacher asked the students to speak by using target language but the students were just silent. In the classroom, the students from different skills could influence in the process of transferring knowledge from the teacher to students. There were some students who had good skill in English, they are easy to accept the material by the teacher. But then, there were also some students who had low skills in English, it was hard for them to understand the material. Thirdly, the situation did not support the using

of target language. The situation did not support the teacher in using the target language in the classroom. When the students did not respond the teacher while he used the target language, and the teacher knew if the students felt confused to understand what the teacher said, the teacher re-explained by using Indonesian language. And the last, the time allocation was not effective. The situation in the classroom was not conducive; some students were noisy in teaching learning process, the other students spent much time in doing the exercises that made the use of time was not effective in teaching learning process.

Based on the observation of teacher's ways in delivering instruction using target language found how the teacher delivered the target language on greeting, giving instruction, asking question, delivering materials and closing. In brief, the teacher used the target language in teaching learning process in classroom. The teacher used the target language by using simple sentences on greeting, asking question, giving instruction, delivering materials and closing. The teacher did not use the target language fully because the students felt hard to understand. The teacher used the target language in simple sentence, so that the students could respond to the teacher utterances. The teacher used two languages to explain the material.

4. CONCLUSIONS

The research was about the analysis of the teacher's problems and how the teacher delivered instruction in the use of the target language. The data were gathered through interview and observation. Based on the interview to the teacher, the researcher found that the teacher's problems in using the target language and the way the teacher delivered instruction in using of the target language in teaching learning process in the classroom for instance the low vocabulary of the students, the low students' ability in English skills, the situation did not support the use of target language and the time was not effective. In addition, the way the teacher delivered instruction using the target language in teaching learning process were greetings, giving instruction, asking question, delivering materials and Closing.

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