

TEACHER'S LANGUAGE OF INSTRUCTION AND STUDENT'S SECOND LANGUAGE ACQUISITION

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Abstract: *In 2006 - 2012 there was a new trend at Junior and Senior High Schools in Indonesian to conduct classes labeled an International Class based on the government decree for Educational Quality Enhancement. "Sekolah Menengah Atas Negeri I Jember" executed this regulation by designing "Kelas Rintisan" (a Pioneering Class) where the instruction of English and Science subjects was done in English by the expert teachers. The teacher's language of instruction was intended to design an artificial classroom English "learning environment" which could stimulate the students using their English consciously and unconsciously while they aimed to understand the content subjects and communicate with teacher and classmates. The communicative interaction might happen when language was modified to fit the students' level of difficulty. Thus the students could involve actively in using English. Classroom interactions could give direct help to students solve the breakdown in a communication through verbal and nonverbal strategic competence. This paper is aimed to prove that the English atmosphere in the class made input more comprehensible, facilitate the students acquire and learn English as students' second language actively.*

Key Word: *teacher's language, student's second language*

INTRODUCTION

Students learn English in schools from various sources available in their schools, among of them is from teachers as a real model in using the language. How English is used by the teachers in the teaching process becomes a first and major attention for students in their language learning experience. This article is about the language used by teachers in teaching English, Mathematic, Biology, Chemist, and Physics. It relates to a trend found in some schools that executed Kelas Rintisan (a Pioneering Classes) in 2006 – 2012. The teachers in the class used English as the language of instruction. This kind of class seemed promising to provide the students with extra language learning contexts for their English mastery. Furthermore, English used by the teachers in teaching indirectly supplied the second language input that was very useful for their language acquisition process. Second Language Acquisition (SLA) is a study of how second languages are learned and the factors that influence the process (Moss, <http://www.cal.org/caela/digest/ProjBase.htm>). The use of

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English as a language of instruction then arises some interesting questions: Does Teacher's language of instruction in English is worth to facilitate the students with interactive communication among the participants which help them make language input more comprehensible? Do students acquire English or learn the language in the classroom new "learning environment"? What is the strategy used by the students to improve their English from the new learning environment? What factors do influence in the process?

RESEARCH METHOD

I. The Pioneering Class at SMAN 1 JEMBER

A. The Students, Curriculum and Facilities

The Class X of SMAN 1 Jember (The State Senior High School 1 Jember) was one example of the Pioneering Classes that used English as language instruction for certain subjects. The class was started in 2005/2006 academic year. The students of the class X were selected through the Regular Entrance Test followed by the Specific Selection Test nominating only 30 students. The pioneering class X had the characteristics of 1) implementing two kinds of curriculum: the Content-Based Curriculum for all subjects and the International Curriculum of the University of Cambridge as additional guideline for English and the Science subjects; 2) using English as the language of instruction and all kinds of tests for the subjects; 3) giving TOEFL Training for the students; and applying the ICT based instruction too; 4) applying the standard minimum scores of the learning accomplishment (Standard Ketuntasan Belajar Minimal / SKBM); 5) giving remedial for students with lower achievement and enrichment for those fulfilled the achievement; 6) facilitating students to use SMAN 1 and the Science Faculty Laboratory of Jember University; and offering the Cambridge International Examination called International General Certificate of Secondary Education (Sukarni,2004). Besides, the Pioneering Class X was facilitated by OHP, LCD, computer, tape recorder, cupboard for students' portfolio, classroom library, rooms for Chief Program, Science Teachers, multimedia, language laboratory, science laboratory, and sport court to assist the Instructional process.

B. The Teachers Who Teaches in the Pioneering Class X

Teachers of the Pioneering Class X were same with other teachers of regular classes except for the English teacher and Science teachers. The team teachers involves the main teachers of the SMAN 1 and the expert teachers who were lecturers of the University of Jember. The lecturers were hired to supervised the program. This was a cooperation partnership program between the school and the university. The main teachers were required to accomplish some additional qualification included the trainings of 1) English; 2) Computer; 3) KTSP Curriculum Arrangement; 4) ICT Based Instruction; 5) a CTL Instruction Models; 6) Assessment and Remedial; and 7) having at least four years teaching experience. While, the expert teachers were the science lecturers of the University of Jember who were bilingual and graduated from the Graduate Program overseas. While, for the English lecturers, they were Masters either those graduated from overseas or Indonesian Post Graduate Programs. They were put as the teacher model in teaching the content subjects in English and using the multi media in their instruction process.

C. The Teacher's Language of Instruction and the Classroom Interaction

The teacher's language of instruction in the class refers to English used by the expert teacher in the teaching process of English and Science subjects. During the expert teacher teaches and uses the instructional multimedia in the class, the main teacher sits in observing and making notes. The class sit-in is aimed to give the main teacher inspiring ideas to do the same in the next turns. Then after the class, both teachers discuss about useful and practical teaching findings which beneficial for the instruction process.

For students, the teacher's English is the language input which is claimed having important effect on their acquisition of the target language. The language used in teaching is modified according to the needs of subjects which is being taught and is fitted to the students' level of language competence. Thus the teacher's English is unlike the language input from common Foreigner-Talk. The modification makes students easier to get the input as Krashen's Input Hypothesis (1980) "input which is modified and made comprehensible to the learner and yet contains structures which are a little beyond the learner's present level of proficiency is best for the language acquisition." When students can comprehend the materials via English, they will actively more involve in learning, because they are motivated

to understand two different notions at the same time: the course material information and English. Consequently, they must force themselves to learn extra English vocabulary and grammar for the sake of understanding the subjects and using English to communicate. Supposed the teacher's language used is not modified and made comprehensible for students, it will cause learning anxiety which frustrates them. The essence is to make students active learners in the class because their involvement is a determining factor.

The students' active participation in learning contributes to their success of language development. Their enthusiastic participation promotes a classroom interaction between student-teacher and student-student and causes language input, intake and output occur there. In communicating with others, students learn how language is properly used and opportunity to practice using English, which certainly help in learning the language. Therefore, the communication in which students involved in evidently gives essential effects on their L2 acquisition. Mathur (1986) emphasizes that real learning is not even possible without the learners actively involved in act of communication with the teacher, and more importantly among themselves.

Moreover, students are facilitated to learn English used by teacher via non-English subjects featuring various language functions. In this condition, students emerge great effort to meet their needs and goals understanding the content of the material which is not possible without knowing the language as the medium. Students learn English as a mean to an end or to use English as a tool for learning (Richard,1988) as well as to apply their instrumental motivation to study English in order to fulfill their needs and goals (Morris,2001;Oxford & Shearin,1994 in Moss, 2003) to understand the subject contents. Certainly, it is not avoidable that students may deal with contradiction for finding more complicated learning situations. When such conditions happen, teachers are expected to find practical solutions like code switching from English to Indonesian or directly translating the difficult words or sentences. It is flexible to do so, but it is still expected to use English more than Indonesian.

They may exploit another alternative to overcome the breakdown in communication by making negotiation with students to clarify the intended meaning. Of course the negotiation is done in English. This way certainly donates another useful model of language uses. People negotiate when they interact to others. Ellis (1999) defines interaction as a

communication between individuals, particularly when they are negotiating meaning in order to prevent breakdown in communication.

Strategic competence containing of verbal and non-verbal communication strategies is another useful way to consider. Canale and Swain (1980 in Lazaraton, 2004) note that strategic competence will be made up of verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence.

To add, Thomas and Tchudi (1999 in Lazaraton, 2004) asset that people' ability to control their body language is grossly exaggerated. Body language is real, complex, extremely precise, and inextricably bound to our use of spoken languages as a way of accentuating, highlighting, and amplifying what we mean. Hence, the English used by the expert teacher functions as a communicative tool to maintain communication with students, and an instrumental tool that is used to transfer knowledge of the instructional subjects in teaching.

Furthermore, the teacher talk has three broad functions: the informing function; the directive or management function; the questioning or eliciting function (Holmes,1986). Teachers need to use body language to clear up verbal language. The crucial contribution of a classroom interaction is noted in Amy's idea (1985) stating that the classroom is the place where comprehensible input and modified interaction are available, what goes on inside the language classroom is very important. It is plausible that classroom interaction modifies language input easier to be comprehended by students and puts them to direct involvement in a contact with the language uses in process.

II. Second Language Acquisition (SLA)

A. Definition

SLA is a study dealing with the way in which second languages are learned. Second language (L2) refers to the learning of another language after the native language has been learned. The term L2 means any languages which are learned *after* learning the L1. L2 may include the learning of third or fourth language as well as the acquisition of the second language in the classroom situation and in the more "natural" exposure situations(Gass and Selinker,1994:4). Next, they define foreign language as the nonnative language in the

environment of one's native language. Based on this concept, SLA is defined as the learning of nonnative language in the environment in which that language is spoken (e.g., German speakers learn French in France). Briefly speaking, learning in second language environment having contact to speakers of the language being learned, whereas, learning in a foreign language environment hardly find foreign language speakers. Moreover, the study of SLA concerns with the nature of the hypotheses about the L2 rules.

As English is a foreign language for Indonesian students, conceptually learning English at schools in Indonesia is suitably stated as foreign language acquisition (FLA). However, the FLA generally tends to be claimed the same as SLA meaning learning English at school is considered learning the second language where Pioneering Class X environment is chosen to be the spoken language environment which provided language input for students who learned English: While their native language was Indonesian.

B. Approaches to Study Second Language Acquisition

Second Language Acquisition Study is influenced not only by linguistics field but by psychology as well. Each field has important different in emphasis: in linguistics the constraint is on grammar formation, but psychology highlights the important is on the actual mechanism involved in the process of acquiring second language. Gass and Selinker (1994) suggest two approaches to study SLA with a basis in psycholinguistic processing: The Competition Model and the Monitor Model.

1) The Competition Model

Basically Competition Model comes from work by Bates and MacWhinney (1982), which accounted for the way monolingual speakers interpret sentences where form and function can not be separated. Also, MacWhinney, Bates, and Kliegl (1984) mention that the forms of natural languages are created, governed, constrained, acquired and used in the service of communication functions. It concerns with how language is used or performed. Gass and Selinker (1994) write that the major concept of Competition Model is speakers must have a way to decide relationships among elements in a sentence. Language processing involves competition among various cues, each of which contributes to a different resolution to interpret sentence. Although the range of cues is universal, there is language-specific instantiation of cues and language-specific strength assigned to cues. For example, English

has rigid word order of the form subject verb object (SVO); whereas, Italian considers word order a lesser role in interpretation. Accordingly in sentence formation, Italian has more variation of VSO, VOS, or OVS. What's more, in sentence interpretation, the initial hypothesis is consistent with sentence interpretation in the NL. The consequence is that learners whose NL uses cues and cue strengths differently from those of the TL will find clash in designing sentences. To overcome such problems they are suggested to resort to their NL interpretation strategies and, upon recognizing of the incongruity between TL and NL system, also exchange to a universal selection of meaning-based cues as opposed to word-order (syntax-based) cues.

2) The Monitor Model

A model of learning second language was proposed by Krashen in 1977 is known as the Monitor Model which encompasses five basic hypotheses: Acquisition-Learning Hypothesis, Natural Hypothesis, Order Hypothesis, Monitor Hypothesis, Input Hypothesis, Affective Filter hypothesis (Gass and Selinker,1994).

a) The Acquisition-Learning Hypothesis

Krashen (1982 in Gass and Selinker,1994) divides the development of L2 competence in *acquisition* and *learning*. Acquisition is a process similar to the way a child develops ability in their first language. It is subconscious, implicit learning process in which language acquirers acquire language by using it for communication. As a result, they acquire competence subconsciously; they are generally not consciously aware of the language rules acquired; thus are not able to explain the rules used. Having a “feel” for correctness and wrongness are the language acquirers’ tools to use language correctly. On the other hand, language learning refers to conscious process by which language learners truly realize that they are learning language. They learn the L2 grammar, aware of them and be able to talk about the rules. It is an explicit learning process. Unlike the acquired system used to produce language and generate utterance, the learned system serves as an “inspector” of the acquired system. It checks to ensure the correctness of the utterance against the knowledge in the learned system. In producing language, language acquirer focuses on meaning, not on form.

b) Natural Order Hypothesis

This hypothesis states that elements of language or language rules are acquired in a predictable order. The predictable order is same between learning with or without instruction. The “natural order” is the result of the required system without the interference from the learned system.

c) Monitor Hypothesis

Monitor Hypothesis states that the acquired system is responsible for initiating speech, while the learned system serves as a monitor and alters the output of the required system. The monitor will only function when the following three conditions are met: time, focus on form, and know the rule.

First, learners need time to consciously think about and use the rules available to them in their learned system. Second, whereas time may be basic, learner must also be focused on form. The learner must be paying attention to how we are saying something, not just to what we are saying. Finally, to apply a rule, the learner needs to have an appropriate learned system in order to apply rule. Thus Monitor hypothesis is intended to link the acquired and learned systems in a situation of language use. The event of acquisition and learning is illustrated in the diagram below.

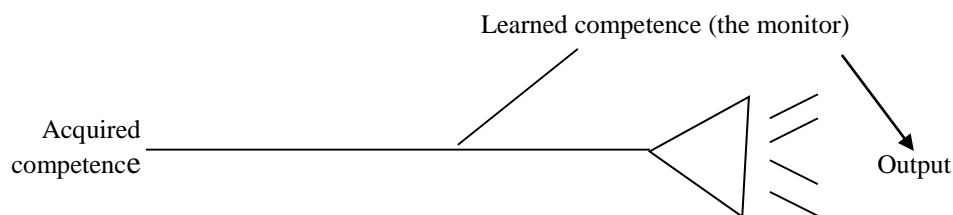


Figure 1. Event of Acquisition and Learning

d) Input Hypothesis

Input Hypothesis has two crucial terms: Comprehensible Input and Language Acquisition Device (LAD). Comprehensible input is the language input which can be understood by learners and LAD is an innate mental structure capable of handling both first and second language acquisition. The idea of Input Hypothesis is that language acquisition happens when the language contains structures away ahead of a learner’s current state of grammatical knowledge. Thus the Input Hypothesis formula: is $(i + 1)$, where “ i ” is the

learner's current state of knowledge and i is the new language elements which is required. The acquisition process of second languages is acquired by understanding messages or by receiving "comprehensible input", which activates the innate structure/LAD. The implication for the classroom is that a teacher must ensure to give students sufficient comprehensible input to make the students speak as a result of building competence via the input. The grammar taught is derived from the input.

e) Affective Filter Hypothesis

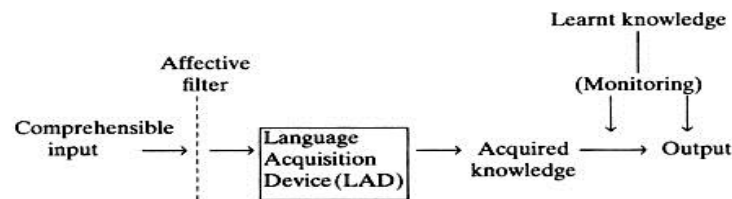
The Affective Filter is responsible for individual variation in second language acquisition and differentiates child language from second language. The successful and unsuccessful language learning depends on two aspects: having insufficient quantities of comprehensible input and the role of inappropriate affect. The affect deals with things like motivation, attitude, self-confident, anxiety. There are two important roles of affective filter. When the filter is Up/high, the input is prevented from passing through and no acquisition. Down/low filter makes input reach the acquisition device/LAD and acquisition causes acquisition taking place. The learners' affective factors which directly influence the filter can be determined by other factors present in their environment.

RESULT AND DISCUSSION

Do Adult Learners Acquire or Learn English as Second Language?

Following Krashen's Principles and Practice in SLA, acquisition is dissimilar from learning. In language acquisition, the language acquirer experiences a subconscious process and develops a "feel" for correctness and wrongness to judge a proper utterance instead of being aware of the grammatical rules of the language; the real process develops slowly and does not require tedious drill; and speaking skills emerge significantly later than listening skills, even when condition is perfect. Language learning, on the other hand, refers to conscious knowledge of L2, learners know the rules, aware of them, and able to talk about them. Language learning is like to learning about language. Cook adds acquisition depends on attitude and stable order. Indifferently, learning depends on aptitude and has simple to complex order (<http://homepage.ntlworld.com/vivian.c/SLA/Krashen.htm>).

The success of L2 learners either acquisition or learning is affected by motivation, attitude, aptitude, age, cognitive style, strategies, personality, hemisphericity, etc. (Freeman, 2000). The factors that have societal rather than idiosyncratic basis are called non-language influences (Gass and Selinker, 1994). Concern with those factors, it is necessary for teachers to think about the factors which can facilitate language acquisition and learning well like those that supply comprehensible input in low anxiety situations, contain messages students really want to hear. Also pursue not to force early production or give over correction of the L2 production, but allow students to produce when they are 'ready'. Here is the figure of adult language development (Krashen in Cook, <http://homepage.ntlworld.com/vivian.c/SLA/Krashen.htm>.)



The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)

Figure 2. Combined model of acquisition and production

Adults have two different ways to develop their language competence by language acquisition and language learning (Krashen, 1981). It is relevant to the fact that the Senior High School students of the pioneering class X (in their 16 or 17 years old of age, are trained to follow English and sciences subjects in artificial English environments using English. This process is aimed to give them more language input formally and motivate them use the language more spontaneously: they learn the subject contents with conscious effort and acquire the language skills of English in an unconscious way when students communicate with teacher or classmates: both the teachers and classmates talk in such environment can be assumed to have the similar function as the native' language utterances that provide the language input. Learning arises every time they intentionally negotiate to meet the intended meanings.

The classroom communication in English initiates interaction between teachers and students. An interaction in the classroom can trigger a meaningful cooperation to help

students acquire and learn language as Krashen (1981) writes that classroom can accomplish both acquisition and learning simultaneously. Further he says, "While class work is directly meant at increasing conscious linguistic knowledge of target language, to the extent that the target language is used realistically, to the point will acquisition occur." In other words, it may serve as an 'intake' informal environment and a formal linguistic environment. Following it, the 'optimal output' the classroom can supply if the teacher focuses on communication and comprehension, and not the correctness of linguistic forms (Krashen,1981 in Amy, 1985); A student can successfully acquire a second language when the task of learning the language becomes incidental to task of communicating with someone about something which is inherently interesting (Tucker,1977 in Amy,1985). Freeman (2000) explains that learners are thought to be attempting to acquire the rules of TL through an inductive-hypothesis-formation process and deductive proves driven by the universal grammar possibly when the input is made comprehensible. This process is best accomplished when learners negotiate meaning during communicative interactions.

The students will negotiate with their interlocutor at the time they find gab in their communication. Negotiation between the participants is undoubtedly necessary because it offers access to positive input (forms and features of L2) and negative input (inappropriate interlanguage forms and features in L2) they need for learning L2. By negotiating to teacher or classmates students practice using the language naturally in real communication. Negotiation is an activity in which L2 learner and interlocutor work together linguistically to repair inpass in communication and come to understand meanings of other's messages (Pica, 1996).

CONCLUSION AND SUGGESTION

Based on the explanation, it could be concluded that in developing English the students of the Pioneering Class X got the language input in the class which was designed to have artificial English environments where expert teachers used English as language of instruction as well as their classmates. They applied the processes of language acquisition and language learning. In the process, they unconsciously used the Input Hypothesis and

consciously utilized the Monitor Hypothesis, and operated the Affective Filter Hypothesis to select the comprehensible input from teacher talk and classmate talk.

In different side, the expert teachers had to consider to the level of difficulty of the language they used in conducting the classroom instruction in order not to give students more complicated problem in understanding the subject contents and giving responds by using English as intended second language to master. They made negotiation using non- verbal communication strategies like body language to explain and accentuate what they meant in spoken language.

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